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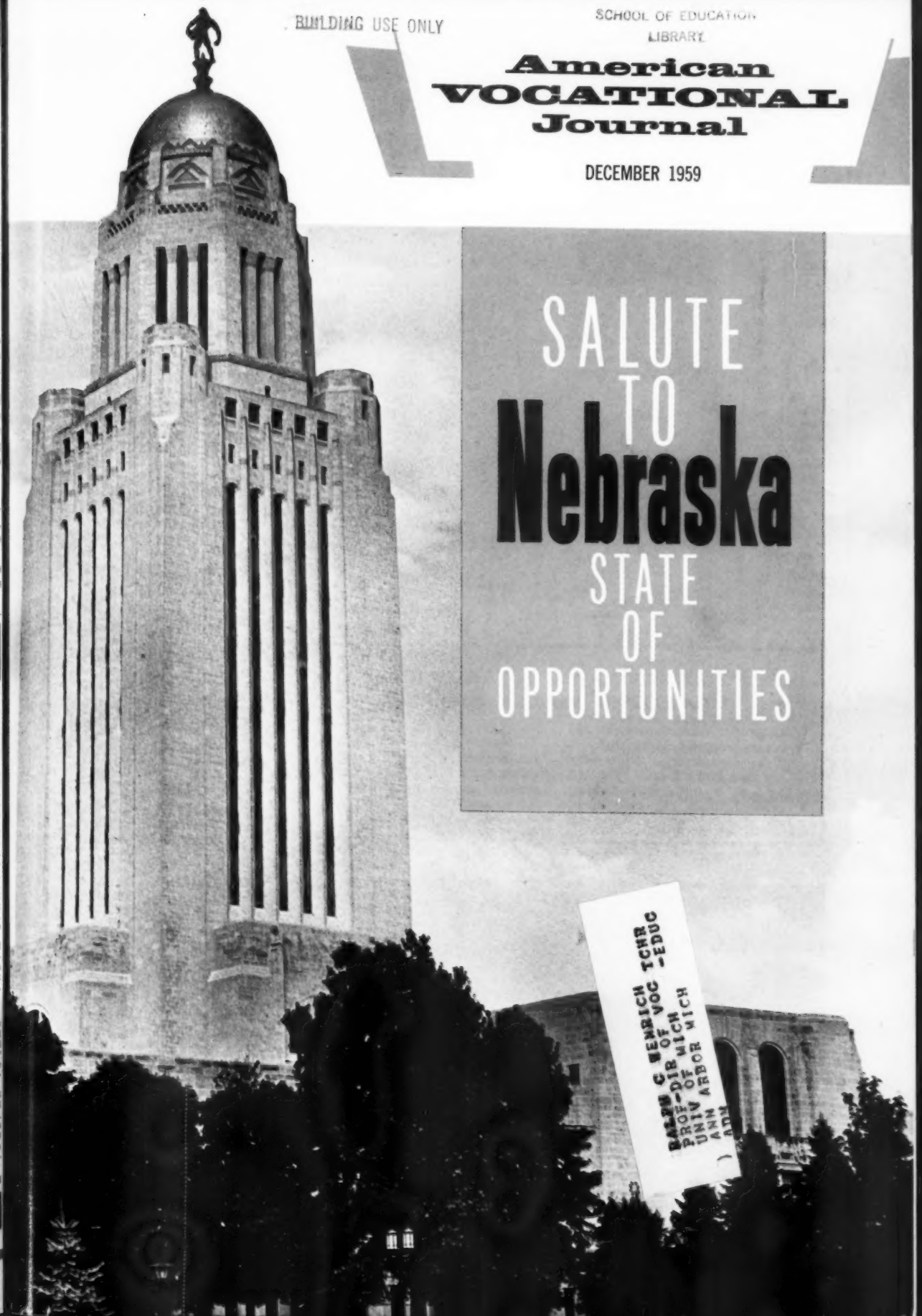

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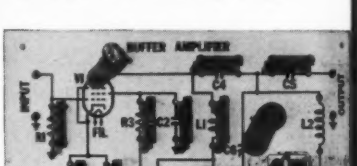

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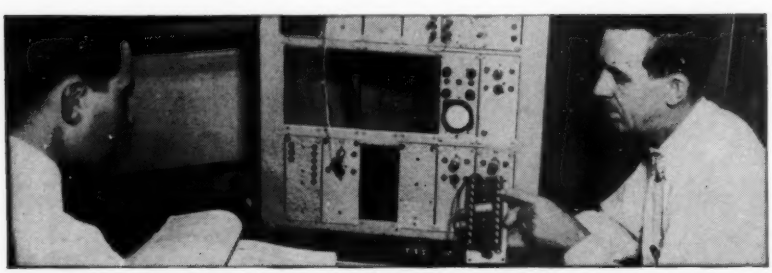

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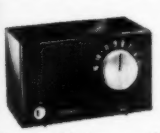

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APPLAUSE

—to the Division of Vocational Education, Maine State Department of Education, for the production of *A Study of the Needs for Vocational and Technical Education in Maine*, a 114-page comprehensive report.

Maurice C. Varney, State Director of Vocational Education, explains in the preface that because of a decline in enrollment in some vocational areas and also because there was evidence that comparatively few persons who completed existing vocational courses were employed in occupations for which their training was intended it was decided to explore the needs for revising and/or expanding vocational or technical training in Maine.

The Legislative Research Committee of Maine's 98th Legislature was invited to join in the work of the study —which was launched in 1957 and completed in 1959—and to make "whatever use it saw fit of the summary report submitted by the Vocational Education Research Committee, upon completion of the project.

"We believe," Mr. Varney adds, "that this material will prove of great help to individuals and groups interested in the needs of Maine and its people for vocational education in preparing plans for future development of vocational education."

—to Mrs. Hilda L. Watson, Coordinator of Education, American Hotel Association who, in a recent letter to AVA headquarters, said:

"My congratulations to you and your staff for the excellent job consistently done on the Journal.

"We are most interested in the October article, The Facts About Work Experience Programs. Would it be possible for us to have 100 reprints of this . . .? I want this for the Executive Board of the American Hotel Association as well as for the member association Education Committee chairmen and executive secretaries. Our people are growing increasingly interested in the work experience program. We feel they would have real value for the service industries."

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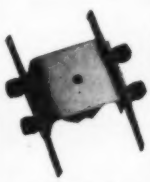

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American VOCATIONAL Journal

VOLUME 34, NUMBER 9 • DECEMBER 1959

THE JOURNAL FOR DECEMBER

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The Cover: It is a real pleasure for the Journal to salute the state of Nebraska, land of opportunity and home of a vocational program that has reached out through the years to serve more and more youth and adults with consistently improved training facilities. Read all about it, pages 8-17, this issue.

From the Public Information Committee

Indiana Sets the Pace. The Indiana Vocational and Practical Arts Association is the first state association to report to the Committee on Public Information a full day's program on public information at its annual convention.

On October 22 the Chairman of the AVA Committee on Public Information spoke before the Association on Public Relations in Vocational and Practical Arts Education. The group was then divided into six sections to consider the following topics:

Providing Public Information through the Use of Exhibits and Displays

Providing Public Information through Legislation

Providing Public Information by Using Newsletters and Newspapers

Providing Public Information through Use of Group Meetings

Providing Public Information by Using Personal Contacts

Providing Public Information by Using Radio and Television

Each of these groups was asked to discuss the following questions.

1. What basic points need be emphasized in a public information program?
2. How is our public policy for vocational and practical arts made?
3. How can our policy-makers become better informed?
4. What do those who make our policy need to know?
5. How can the teaching profession as a whole become better informed about vocational and practical education?
6. What special usage can be made of exhibits and displays to improve our public information?
7. In what ways can our state association or the Public Information Committee of the American Vocational Association be of greater assistance in the area of exhibits and displays?
8. What are the most serious gaps in the information which the public has about vocational and practical arts education?

The Association plans to carry out during the year the plans developed at the annual meeting.

Mrs. Elizabeth Voland, Home Economics Teacher at Franklin, Indiana, was President of the Association during 1958-59, when this program was developed. Mr. Justin Graves, Teacher of Vocational Agriculture at Bloomington, Indiana, is President for the coming year.

School Board Journal Features Vocational Education. Elaine Exton, Washington correspondent for the AMERICAN SCHOOL BOARD JOURNAL devoted her page in the November 1959 issue to vocational education under the title, *Vocational Education Moves Ahead.* Miss Exton is a regular and valued consultant of the AVA Committee on Public Information. She contributed importantly at the AVA meeting at Buffalo to the planning of the Committee; attended a part of the Committee's first meeting at Washington; and has shown her interest in the work of the Committee in many other ways. H. M. HAMLIN, *Chairman.*

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How about your students . . . are they preparing for the 1960 Ford Industrial Arts Awards Program? Besides helping support local exhibits for local projects, the Ford IAA offers more than 1,500 national awards totaling $50,000. Ford IAA also presents trophies to schools of first place winners and *awards 32 outstanding students and their teachers with exciting all-expense trips to Detroit.*

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Latest Word from Washington

SALUTE TO NEBRASKA. The JOURNAL proudly salutes Nebraska's program of vocational and practical arts education. AVA members everywhere will enjoy reading the story about this great mid-Western state's vocational and practical arts programs. For many years Nebraska has been a land of opportunity in farming. Today it is fast becoming an industrial state. On a recent visit to this state I found vocational and practical arts educators very, very enthusiastic about the important role they are playing in hastening the establishment and development of the growing industries and businesses in Nebraska.

RURAL EDUCATION YEARBOOK. Page 32 of the January Journal will feature an announcement of the recently published yearbook of the Department of Rural Education of N.E.A., which is devoted exclusively to vocational and practical arts education. This 354 page volume will go to every member of the Department of Rural Education of the N.E.A. Vocational Educators everywhere should join the Department of Rural Education (membership dues $4.00), and thereby qualify to receive a copy. The yearbook, which can be purchased separately for $4.00, will be of inestimable value to vocational and practical arts education in the United States. The book carries a chapter on industrial arts and one on each and every phase of vocational education. One chapter is devoted to critical issues in vocational education. Here is a wonderful gift idea for school board members and others interested in vocational education in rural America.

THE '59 CONVENTION. As we go to press, the 53rd Annual Vocational Convention is in full swing. This is one of the biggest vocational conventions that has ever been held. We anticipate that before the registration desks close more people will have registered for this convention than for any other held in the 53 years of our convention history.

AVA's annual meetings, which are major activities of the association, have played a tremendous role in shaping our nation's program of vocational and practical arts education. At these annual meetings vocational personnel exchange ideas and establish policies and goals for developing programs of the future. They have also contributed much to the solidarity of the vocational and practical arts personnel. Participants have learned to work together and cooperate in activities and to develop plans that have made the AVA one of the most influential organizations of its kind in our nation.

The program booklet this year comprises 128 pages. A total of more than 600 people will participate on the 154 different program meetings that have been scheduled. Planning and executing a convention of such magnitude involves days, weeks and months of careful planning and hard work on the part of many. AVA Washington office personnel are grateful for the efforts of hundreds of volunteer workers who have helped so materially in planning and staging the 53rd Annual Vocational Convention.

Special thanks go to division program chairmen and to Dr. Hobart H. Sommers, General Convention Chairman, and his very efficient coworkers with the Chicago schools, the Illinois Vocational Association and state vocational officials.

THE NEW INDUSTRIAL ARTS SERIES. Industrial arts personnel will be interested in the article beginning on page 18, which is the first of a new industrial arts series that

will appear in forthcoming issues of the JOURNAL. This series of articles has been carefully developed by members of the Industrial Arts Policy and Planning Committee.

ATTENTION VO-AG READERS. Vo-ag members will be interested in the feature on page 23, which gives the results of an occupational study of former agricultural students in the state of Tennessee. They will also be interested in securing copy of the bulletin just released by the University of Kentucky that deals with "The Guidance Role of the Agriculture Teacher" - (price $1.00)

AVA OFFICERS. New AVA officers will be inaugurated during the Chicago convention. I am sure that AVA members everywhere will give them the same splendid and unselfish cooperation that they have provided AVA officers in the past.

At the close of the convention, Edward M. Claude, State Supervisor of Trade and Industrial Education in Illinois will become the new President of AVA. Mr. Claude has for years been an outstanding leader in vocational education and has participated in many AVA activities. It is anticipated that he will make an outstanding president.

Dr. H. H. London, who has served with distinction as President during the past 12 months, will remain as a member of the AVA Executive Committee as Past President.

It was a real pleasure and privilege for all officers of the AVA to serve with R. E. Bass and William R. Mason who will retire from the Executive Committee at the close of the Chicago Convention. All of the many who knew him will greatly miss Roy Fairbrother our devoted Vice President representing Distributive Education for the past several years, who passed away on October 9.

ECONOMIC WAR CONTINUES. As we approach the new year, the economic war with Russia continues to rage. Here are some recent developments.

Seymour Melmon, Associate Professor of Industrial Management and Engineering at Columbia University and a consultant on production techniques, who spent part of August and September 1959 in Russia and Western Europe studying industrial production methods, was quoted in the October 6, 1959 issue of The New York Times in a front page story that Russian plants are producing machine tools - the basic instruments of industrial production - "with less than half the man-hours required in comparable Western operations". Mr. Melmon said, according to The New York Times, "If present trends continue the Soviet Union will in a few years have a world lead in efficiency in the production of machine tools, the basic equipment of modern economics".

THE U. S. BUREAU OF MINES reported on November 12, 1959 that the Soviets are now the top producers of coal and iron ore. The United States had held the lead in coal production since 1899.

THE JOINT ECONOMIC SUBCOMMITTEE OF NATIONAL CONGRESS is now studying the relative strength of the two economies of the United States and Russia. On November 13, Allen W. Dulles, Director of the Central Intelligence Agency, warned the Joint Subcommittee that if the Soviet and American economies continue to grow at the present rate, the gap between the two by 1970 "will be dangerously narrowed".

On numerous occasions Khrushchev has boasted that the Soviets "will bury the West - economically" and that Russia is now challenging the U. S. in economic competition.

As a part of Soviet economic plans, Russia is now in the process of reorganizing its entire system of education which is scheduled to be completed by 1963. The new reorganization law (approved in late 1958) calls for a greatly expanded program of vocational education. This is being done on the theory that success in winning an economic war is dependant in large measure upon the skill and productivity of their people - which must come through vocational training.

Yet in light of the above facts, there are a few people - some in high places - who would cripple and destroy programs of vocational education. Instead of criticizing these uninformed and misguided individuals, I sometimes feel like praying for them because surely they know not what they are doing. Nothing would please Soviet leaders more than for the United States to weaken and cripple its programs of vocational and practical arts education. This in time would assure them of gaining superiority in the economic war in which we are now engaged. If we are to continue our superiority in economics, we must develop and maintain the strongest and most effective vocational and practical arts education programs in the World. Our way of life may well depend on such a development.

GREETINGS. We wish for all AVA members everywhere - a Merry Christmas and a Happy, Prosperous New Year with many opportunities for professional growth.

M. D. Mobley, Editor-in-Chief
and AVA Executive Secretary

The Journal Salutes

NEBRASKA

and its governor, who sees in Vo-Ed one big answer to new opportunities

RALPH G. BROOKS
Governor of Nebraska

I MADE A SPEECH to the Third National Apprenticeship Conference of American Railroads. Present were representatives of seven states, seeking ways of producing satisfactory manpower for the railroads. Also attending were four men from Greece, one from Korea and several from the U. S. Department of Labor.

The meeting was sponsored by both management and labor. So vital are the manpower needs of the railroads that this conference was deemed a necessity.

The day before, I had talked to the Nebraska State Soil and Water Conservation Association. Their problem, as stated by themselves, is that of educating the Nebraska farmer in how to preserve our two most precious life-giving elements—soil and water.

I have attended many meetings of the Nebraska Stock Growers Association. Their purpose is to increase beef production and to improve the livestock blood-lines of our cattle. Marketing and sales are important matters to them.

At these sessions and others like them, I hear a general cry from professional, industrial, agricultural and technical people for interested, intelligent, trained and competent people. To me, this is a challenge to youth. It is also a challenge to the vocational department of public education. There is hardly a field today that is not short of capable, intelligent employees, this, in spite of the fact that millions of people in the United States are currently unemployed. We have the paradox of labor shortage and unemployment standing side by side.

The schools of Nebraska have almost unlimited opportunities to present all of these occupations and professions to our students. They should be able to arouse their imagination and to inspire them to grasp the wonderful opportunities the great American scene presents.

I believe Nebraska, with its diverse agricultural and industrial interests, is doing fine work in vocational education. More stress should be on the real opportunities that exist. There is no industry that will not furnish all kinds of information to guidance and vocational education departments. I suggest a closer relationship between farmer and pupil, industry and pupil and the professions and the pupil.

THE VOCATIONAL Education Department in Nebraska has been doing much work along this line and I think the chief difficulty has been not with the schools but with the people who pay the taxes and support the schools. These patrons have been sold on a great many things termed education. But some of the most important things have yet to be called to their attention. Once they see the direct connection between school training and job procuring they are going to sponsor more and more support of public education. In the short time I have been Governor, I have found a tremendous need for alerting the schools to the tremendous task that exists in vocational education.

VOCATIONAL EDUCATION in Nebraska has made many contributions to our total program of education. Since its very beginning, high standards have been encouraged and maintained, and professional ethics have become an identifying feature of the program.

No doubt, special recognition should be extended to our teacher education institutions. The State Teachers College at Kearney and our University's Agricultural College in Lincoln have trained many outstanding instructors of homemaking education. The Agricultural College has been our sole Nebraska source of vocational agricultural teachers. Many of these Nebraska-trained instructors are now well known as vocational leaders throughout the nation.

The development of adult training programs may well be vocational education's most significant contribution to Nebraska's school program. The first classes for adults began in 1917. By 1937, nearly 11,000 adults were enrolled. Nearly 25,000 adults from 219 Nebraska communities are now taking 1,059 courses.

VOCATIONAL classes account for nearly 95 per cent of all enrollments in adult education. Only recently have our school administrators become interested in non-vocational adult programs. By following the leadership of vocational educators, it is hoped adult enrollments in general courses will soon equal or exceed those in vocational education. Certainly, a far greater use of school facilities can be had through maximum development of adult education. The total educational needs of a community will be more adequately served in this way.

The degree to which vocational education has been integrated within the framework of our total program of education has been another significant development. By working together as one great team of educators, we offer Nebraska youth educational opportunities of which we are rightfully proud.

DR. FREEMAN B. DECKER
Commissioner of
Education

A STATE OF OPPORTUNITY

Assistant Commissioner
for Vocational Education
CECIL E. STANLEY

NEBRASKA, THE STATE OF OPPORTUNITY, is proud to tell about its programs of vocational education and to accept a salute from the JOURNAL.

Our first State Board of Vocational Education adopted its Plan for Vocational Education, Dec. 4, 1917. This was approved by the Federal Board Dec. 18, 1917 and our first state director of vocational education was employed the following week. From this beginning, vocational education in Nebraska has expanded both in depth and breadth. Initially, our State Board seemed primarily concerned with agricultural training. This concept quickly changed, however, and today the entire gamut of federally-aided programs is in full operation.

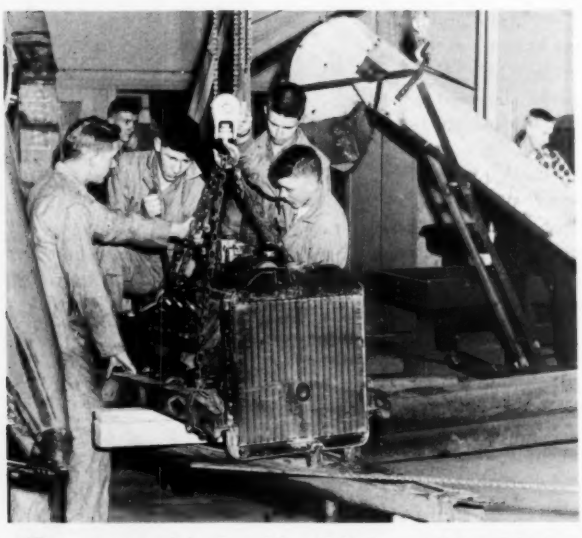
Vocational education has been completely integrated with Nebraska's total program of secondary education. Many advisory committee meetings and special sessions have resulted in an understanding and acceptance of vocational education.

In 1941, our legislature established the Nebraska Vocational-Technical School, originally a trade school. During recent years, however, it was found that our needs could be better served by a school designed to train technicians. Many craft meetings preceded the basic curricular changes made in January, 1959. As a result, our State Board has approved eight of the 11 courses offered at the school as technical training programs qualifying under terms of Title III of the George-Barden Act.

As in a state of opportunity, we trust our vocational programs will always be able to adjust to meet current needs so we may continue to offer maximum opportunities to every boy, girl and adult in Nebraska. To this end, we hope to utilize all counsel and assistance made available to us by the U. S. Office of Education and the American Vocational Association.

OPPORTUNITIES THROUGH AGRICULTURAL EDUCATION

Nebraska FFA Children's Barnyard Exhibit featured farm animal "mother and young."



Here, a power unit is adapted for a field chopper. Below, FFA boys work hard and play hard, too, at the state FFA Camp.

In a state where beef animals outnumber human beings and the annual swine crop is more than double the population, agriculture is big business. In 1958, for example, $791,000,000 was spent to produce the livestock and crop products sold. The resulting income amounted to $1,032,000,000.

Nebraska, part of the nation's bread basket, has a varied agriculture, ranging from the sandhills and pine ridge cattle grazing areas to the Platte River's irrigated "valley of the Nile," to the corn-hog eastern section of the state. The irrigated area promises vast development of truck gardening.

Opportunities in farming look bright against a need for 3,000 new farmers each year. With fewer than 1,500 high school and college graduates in agriculture going back to the farm, the supply of trained persons meets less than half the need. Even though the percentage of farm population is slowly decreasing, the state's rising total population anticipates a 45 per cent increase in farm production in the next 20 years.

Increases in the size of family farms, emphasis on efficiency, increased acreage under irrigation, and many other developments have brought changes in our training programs. Probably none has had a greater effect than rapid mechanization of farming, which demands new and increased skills and abilities of farmers. In several workshops conducted by teacher-training staff members, the vocational agriculture teacher has kept abreast of mechanization and training needs of his students. Summer workshops have been conducted on maintenance and repair of farm machinery and electrical power units. Emphasis on farm mechanics has been effected without minimizing the importance of older enterprises.

Farming in Nebraska and vocational agriculture have grown hand in hand. An important factor in this development has been the Future Farmers of America. The State Association of FFA in the last 10 years has created many built-in opportunities for local FFA'ers through an FFA division at the State Fair, including livestock and farm mechanics, a "children's barnyard" featuring the mother and young of farm animals, a series of leadership training camp sessions for local chapter officers, a state officer good-will tour, and awards financed by Ak-Sar Ben for FFA members who conduct outstanding purebred livestock or farm betterment programs.

There are 144 approved vo-ag departments in Nebraska, with an enrollment of 4,848 high school boys. Last year, 86 of these departments carried out an approved adult class for 1,929 farmers. Fifty-four departments had programs for 1,093 young farmers.

Since its beginning, the GI institutional-on-farm training program has been a responsibility of the state vocational agriculture division. Approximately 20,000 farm veterans have completed this training. There are still over 1,000 veterans enrolled.

DECA charters are presented to all of the Presidents of new local chapters.

An early morning class in human relations is held prior to opening a store.

OPPORTUNITIES THROUGH DISTRIBUTIVE EDUCATION

DISTRIBUTIVE EDUCATION in Nebraska is providing opportunities to high school students and adults through a wide variety of classes and training situations. High School students have had training in positions ranging from bank teller to area sales representative and adult classes have ranged from the basic fundamentals to highly specialized instruction.

In a state of small and widely scattered communities, distributive education faces a major problem in adequately serving them. As most communities have less than 1,000 people, research and experimentation are constantly in progress to devise methods that best meet these unique needs. During the last year, two high school experimental programs have been in operation—one involving the same instructor for both agriculture and distributive education, the other involving a part-time instructor in a typical community of about 1000. Adult education saw pilot courses in Credit Union Procedures as well as an experimental Small Business Management Clinic in a relatively isolated community of 650. Each of the new approaches was considered very successful.

Cooperative classes function within the total school offerings to give distributive education students a three-phase program of general instruction, specialized vocational high school instruction in DE, and supervised on-the-job training. Although the course content and program administration vary to fit local situations, nearly all secondary school instruction in distributive education has been on a two-year basis. However, with more high schools assuming a truly comprehensive pattern, some programs are changing to a planned three or four-year sequence, climaxed with supervised on-the-job training and related classroom instruction the senior year.

STIMULATED by a young but active student organization, The Distributive Education Clubs of Nebraska, the program has been greatly expanded and enriched. Through club activities, the students develop a greater pride in and understanding of the working world they are entering. Many assume leadership roles in state club activities and a number take part in the National Leadership Conferences of DECA.

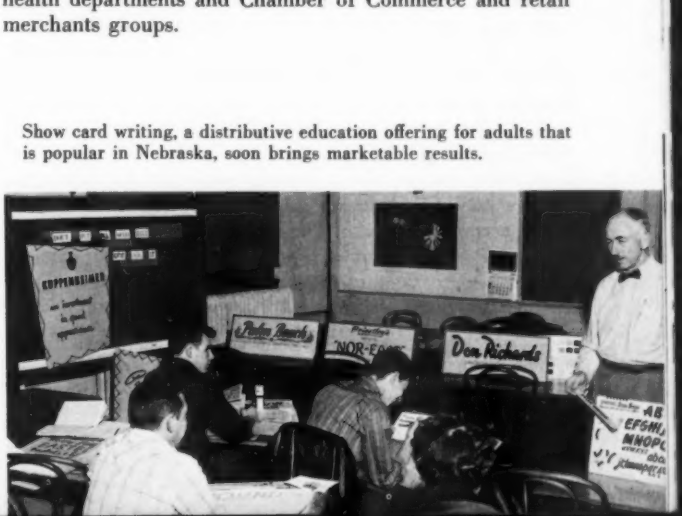
Adult distributive education in Nebraska offers a variety of approaches. Adult instructors have been secured entirely on a part-time basis from the business world. They are usually from our larger centers and travel to nearby communities.

Each year, basic adult classes such as salesmanship, speech and human relations, are offered for persons in sales, merchandising and management. More specialized and unusual classes meet specific needs. A large and outstanding traffic program in Omaha, *Selling Transportation Services*, offers a detailed three-year sequence in both rail and motor traffic. It is the result of cooperative efforts between public schools and the Traffic Club in Omaha.

A number of classes in selling food services and in restaurant management are offered in cooperation with local and state public health authorities. Several insurance and real estate classes are conducted, often preparatory for the underwriter's examination. Classes in Communications for Business Management are popular and effective in the Lincoln area. Other specialized classes include banking services, vending machine services, direct mail selling and credit union procedures.

MANY ADULT classes are the result of cooperation with other agencies and trade associations. Working with distributive education are the Nebraska Restaurant Association, Nebraska Hotel Association, Association of Nebraska Liquefied Petroleum Gas Dealers, Credit Union League, Omaha Traffic Club, Lincoln Traffic Club and Lincoln Sales Executives Club. Also cooperating are city and county health departments and Chamber of Commerce and retail merchants groups.

Show card writing, a distributive education offering for adults that is popular in Nebraska, soon brings marketable results.



OPPORTUNITIES THROUGH GOOD GUIDANCE

Maintaining up-to-date material on vocational and educational opportunities is a monumental task. Guidance libraries and vocational files are extensively used to provide students with necessary information.

THE PURPOSE of all Nebraska school guidance programs is to assist students in the total process of their growth and development. In focusing attention on the particular needs of individual students the guidance program becomes an integrating agent of the school curriculum and activities providing coordinated effort among school administrators, teachers, parents, and community resources.

Specifically the guidance program has four objectives: to assist students in appraising, interpreting, and evaluating their personal characteristics; in making satisfactory adjustments to the school environment, i.e., their academic work and their relationship with teachers and fellow students; in planning their educational and vocational objectives consistent with their capabilities and utilizing the resources available to them at school and in the community; and in developing their individual abilities, skills, and characteristics to the greatest degree for their personal satisfaction and for the welfare of society.

All school guidance activities and services are directed to the accomplishment of these objectives.

The use of psychological tests and measurements is one way of measuring individual educational development and identifying individual capabilities and potentialities.

Guidance services promote adjustment of the individual student with his own potentialities, consistent with school requirements, and with democratic values and ideals.

OPPORTUNITIES THROUGH TRADE AND INDUSTRIAL EDUCATION

NEBRASKA is basically an agricultural state. It has been said that approximately 90 percent of the income is from the sale of raw and/or processed farm products. Skilled tradesmen, however, are required to maintain the machines of mechanized farming necessary to produce the raw product as well as to process it for movement through channels of distribution to local and national markets.

Let us picture a tender, sizzling steak cooked and seasoned to our taste, and then consider which skilled trades might be involved in its production. This steak starts as a newborn calf and, regardless of whether born on the range or in a modern "cow hotel," it soon encounters the products of a skilled craftsman. The branding iron is fashioned by an ironworker. The shots and innoculations given by the veterinarian are administered with instruments fashioned and produced by skilled tool and diemakers. Throughout the entire life of this steak, it is continually coming in contact with the skills of the craftsman. This may include the creation, building and operation of machines used in the preparation and vending of food and drink, as well as transportation to market. In the packing plant the steak again comes in contact with stainless and alloy steels, as well as many complicated machines. Then, as it finally finds its way to the table of a gourmet, the chef, maitre d'hotel and his staff must always utilize instruments and machinery produced and serviced by craftsmen.

ALTHOUGH OUR STEAK is normally thought of as a product of only agriculture, it must be conceded that its production and processing is highly dependent on manpower trained through trade and industrial education. From branding iron to steak knife our juicy steak has been dependent on the skills of trained craftsmen.

In addition to the skilled trades that are necessary to the processing of Nebraska's agricultural products, we have in our state many heavy and light industries located in both large and small communities. During the past few years, many large industries have built subsidiary plants in Nebraska. There are also many small manufacturing plants that are native to Nebraska. It is this relatively new industrial development which has been demanding skilled workers.

The areas included in our programs of trade and industrial education are, apprentice and journeyman training for building, manufacturing and service trades; public utility safety training (lineman); fire engineering instruction for volunteer firemen; practical nursing education; supervisory training for industrial personnel; day-trade training programs for high school youth; and part-time cooperative education.

. . . AND PRACTICAL NURSING EDUCATION

IN 1950 the vocational education department of the Omaha Public Schools conducted a 54-hour extension course designed to up-grade the performance of employed practical nurses. This was the first concrete result of many hours of work and consideration of the problems of training practical nurses by a State Advisory Committee composed of state organization and interested agency representatives.

As a result, Nebraska's State Advisory Committee for Practical Nursing decided that our need for trained practical nurses could only be met through a full-fledged, one-year school of instruction which was opened in Omaha in the spring of 1951 at Omaha Technical High School. The first affiliating hospitals were St. Joseph's, Immanuel, and University Hospital. The enrollment fee of $100 included the cost of uniforms, text books, and laboratory supplies. Sixteen classes have since been completed in Omaha, with a total of 321 graduates, each of whom has passed State Board examinations and is now licensed as a practical nurse.

Since Omaha is located on the eastern border of the state, it has been necessary to establish additional centers. After federal funds became available for practical nursing education, one-year schools were established at Kearney and Alliance. As area schools, financed entirely with state and federal funds, the Kearney Vocational School of Practical Nursing now serves central Nebraska, and the Alliance Vocational School of Practical Nursing serves the western panhandle area.

All applicants for admission are screened by the school's local advisory committee. They must be at least 17, with at least two years of successful high school studies, good health (both physical and mental) and a suitability for practical nursing.

All of Nebraska's schools of practical nursing involve 52 weeks of combined classroom work and supervised clinical experience in medical, surgical, obstetric, pediatric and geriatric services. At first students spend all their time in the classroom, then, gradually, they spend more and more time in the hospital, working under the direct supervision of clinical instructors until, toward the end of the course, they spend only a few hours weekly in class. Through stipends from affiliating hospitals, each student earns approximately $700 a year.

A second area of training opportunities for practical nurses has been created through the development of extension programs. In 1955 the Nebraska State Legislature provided for the permissive licensure of practical nurses. A one-year period was provided during which time experienced practical nurses could be licensed by waiver upon completion of a 72-hour course of instruction. As an emergency measure many such courses were operated in a great number of communities. Subsequently, extension courses have been developed to upgrade the performance of practical nurses who have either graduated from one-year schools of instruction, or were licensed under waiver provisions of the permissive act. Courses offered include: nursing care of the heart patient; administration of common drugs; common diseases; and cardiac heart and diabetic care.

Recently, many Nebraska organizations and agencies have become interested in problems involving care of the aged. State-level vocational personnel have been asked to develop training programs for both nursing aides and practical nurses who have direct responsibilities for patient care in various types of convalescent homes. To the extent that local or state matching funds can be made available, these programs will be developed.

OPPORTUNITIES THROUGH HOMEMAKING EDUCATION

In Nebraska, as in other states, patterns of family living change with the times. Families have been affected by:

Technological changes which bring a constant stream of new products into the home;

Working homemakers who must adjust to two jobs and who desire a practical knowledge and appreciation of good management and the maintenance of satisfying relationships;

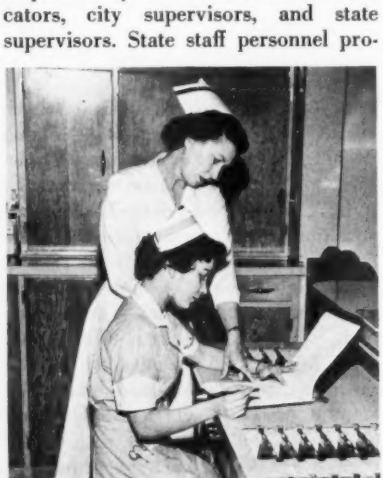
Early marriages which occur among high school pupils who need help in considering the realistic problems of management, child development and relationships; and

Mobile families who may bring differing cultures and values with them.

Many factors such as the above give direction to homemaking education and are reflected in the types of courses offered through high school and adult homemaking education.

THE BASIC PURPOSE of our homemaking education program is to improve home and family living in Nebraska. Areas of study provide the basis for broad instructional programs.

Keeping the homemaking program in gear with the times is the shared responsibility of teachers, teacher-educators, city supervisors, and state supervisors. State staff personnel provide in-service education for teachers through district and state conferences and workshops. Members of the state and teacher-training staffs share in field experiences, in developing instructional materials, and in planning and leading in-service conferences.



For coverage of practical nurse education in Nebraska, see page 13.

Practically all of the schools in Nebraska which have vocational homemaking offer a three-year program. The first two years of work are designed to help pupils cope with problems of living in their present homes, and indirectly prepare for the future through the formation of attitudes, appreciations and basic skills. The senior home and family living course is concerned more specifically with the pupils' personal home and family interests of the immediate future. Pre-vocational homemaking in grades 7 and 8 is being offered in a growing number of schools as student enrollment increases through school district reorganization.

Our secondary program is essentially a home-school program. Teachers visit homes and pupils carry out home experiences during the school year and during the summer. Eighty percent of all teachers have extended employment during the summer months.

Three thousand six hundred ninety two Future Homemakers of America in 101 chapters have further opportunities to develop leadership qualities and ability in solving problems related to home and family living.

ADULTS, the young and the more mature, find help with many varied homemaking problems through adult homemaking education. Homemakers have been interested in courses which help them with management problems involving time and work and the family budget, with buying, with making and remaking clothing, and with other courses which help them to clarify values, make decisions and manage their resources, and make their family living more satisfying to themselves and their families. One hundred three teachers who taught approximately 7200 adults were employed by the schools last year.

Our largest adult programs are in Lincoln, Omaha and Scottsbluff where some of the teachers are employed full-time. Adult classes in other communities of the state are usually taught by day-school teachers. It is in the area of training for adults that vocational homemaking is experiencing its greatest growth.

OPPORTUNITIES THROUGH NVA

The Nebraska Vocational Association is a state-wide organization of teachers, administrators and supervisors involved in vocational and practical arts education. Its purposes are to promote all phases of vocational and practical arts education, to assist in state and national legislation, to establish a membership link—from the individual through the state to the national association, and to keep the membership informed on all matters of concern to vocational education.

The membership year extends from December 1 through November 30, to coincide with that of the AVA. The 347 current members include nearly all of the vocational education personnel in the state.

TO ASSURE representation of its membership, NVA's governing body is a nine-member executive council, that includes the president, vice-president, secretary-treasurer, and six counselors. The president and vice-president are each elected for a one-year term. The secretary-treasurer will be appointed (effective Dec. 1, 1960) annually by the executive council thus making a continuing term of office possible. Five of the counselors represent the major services involved in the organization —trade and industrial education, homemaking, guidance, distributive education, agriculture—and are elected to serve a five-year term. Counselors for additional services may be added as their membership grows. The terms are staggered so that one counselor is elected each year. The sixth counselor is the Assistant Commissioner for Vocational Education. Normally, the executive council meets twice annually with one meeting during the winter and the other a breakfast meeting the morning of the NVA Conference. Special meetings may be called as needed.

NVA's annual one-day conference is conducted on a Saturday early in the fall and consists of general and sectional meetings. These conferences are proving quite popular, especially since outstanding speakers have been secured. On several occasions the featured speaker has been the current AVA President.

The *NVA Newsletter*, issued two or three times each school year, is compiled and edited in the state vocational offices by the section which the NVA president represents. All expenses are paid by the Association.

. . . AND INDUSTRIAL ARTS

As INDUSTRIAL ARTS teachers we are well aware of the established correlation of mental ability and manual dexterity. Experience shows that training in industrial arts is of as great a benefit to an engineer or scientist as to the butcher and baker.

Industrial arts illuminates the objective that it is our responsibility to teach and develop those basic fundamental skills reasonably expected of the average student at the secondary school level. These skills, of course, must change with new needs. Certain practical experience in industrial arts is necessary for the majority of industrial careers and desirable for all. It seems incredible that an able high school student should not know how to remove a screw with a screwdriver, or that an engineer should not know that he must drill a hole before he taps it. Yet many such cases exist. How, then is the important field of industrial arts in Nebraska adjusting its curriculum?

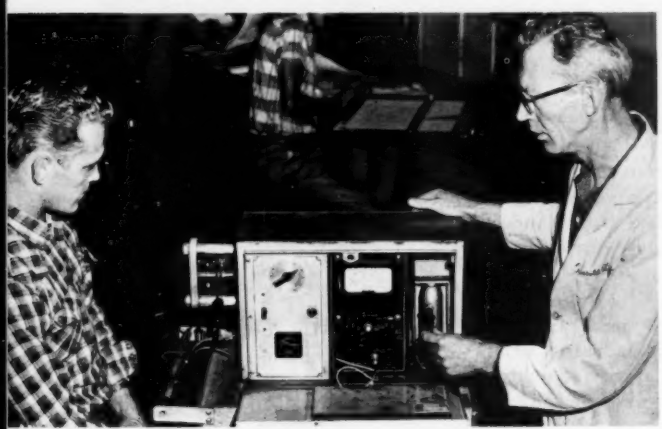
While typical Nebraska industrial arts programs do not attempt to deliberately aim the curriculum for prevocational students, they do offer an exploratory program from which a student may continue into an industrial trade or technical curriculum. First contact with industrial arts is usually in grade seven where boys are required to enroll for one semester, which is alternated with a semester of science. This first exposure includes six weeks when students actually plan and draw projects to be made in the other areas offered, and three weeks each of woodwork, electricity, metal work, and leather and plastics. In grade eight, one required semester of industrial arts may be selected from mechanical drafting, electricity and basic electronics, woodworking 1 and 2, general metals, or crafts. Additional eighth grade boys may elect from this group during the second semester and for both semesters of the ninth grade.

A senior high industrial arts program continues the broad junior high school emphasis. Students may choose courses on a one-semester basis in woodworking, electronics, machine shop, auto mechanics, drafting, printing, metal work, crafts and welding. This enables each student to further his skills, increase his knowledge of areas studied in junior high, and broaden his experiences in new fields.

TO CONTINUE further in an area of industrial training, a student may enroll in either an industrial trade or industrial technical curriculum. The industrial trades curriculum allows a boy to enroll in one shop for a minimum of four semesters, with emphasis upon entrance into a trade immediately upon graduation. Required academic subjects include English, general mathematics, and general science. The industrial technical curriculum also provides for four semesters of study in a given shop. The basic difference is in the required academic courses. Students in the technical curriculum must complete academic courses in physics, algebra, geometry and, in some instances, chemistry and trigonometry. Graduates are prepared for entrance in a college or university, a technical institute, or a technical job.

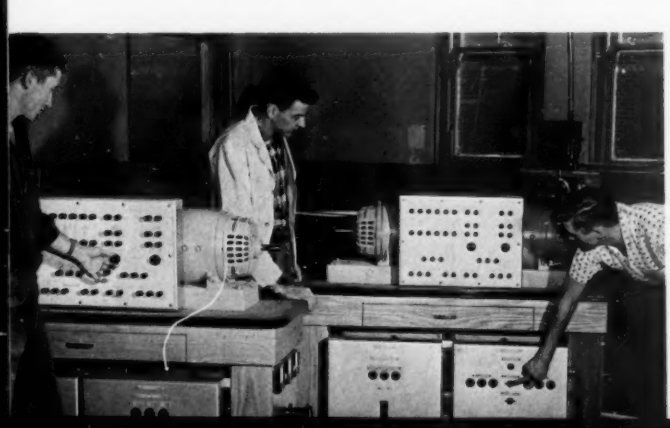
NVA '59-60 officers: Francis Colgan, T & I Counselor, L. E. Watson, President; Mrs. Janet Meyer, Secretary-Treasurer; and Dr. Chester Gausman, Vice President

Drafting Technology — mechanical, structural, topographical and architectural.

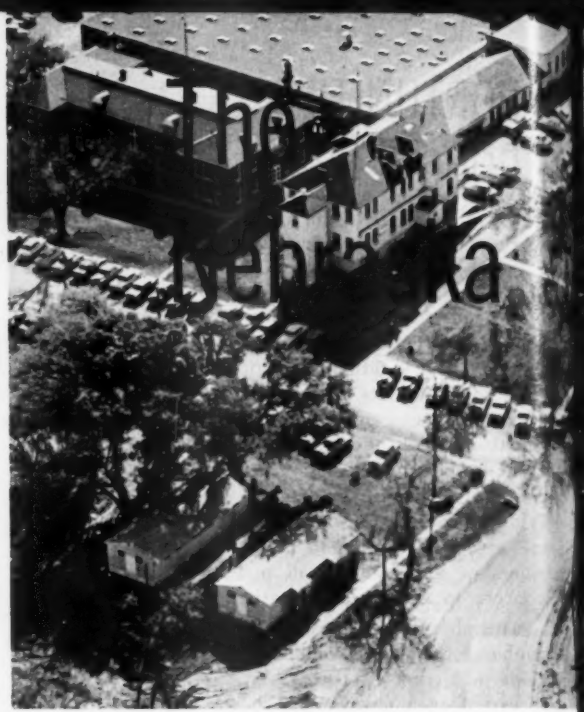


Welding Technology utilizing tester of electronic resistance.

Electronic Technology instruction on use of 17-inch oscilloscope.



AC-DC motor generator equipment is studied by electrical technology students.

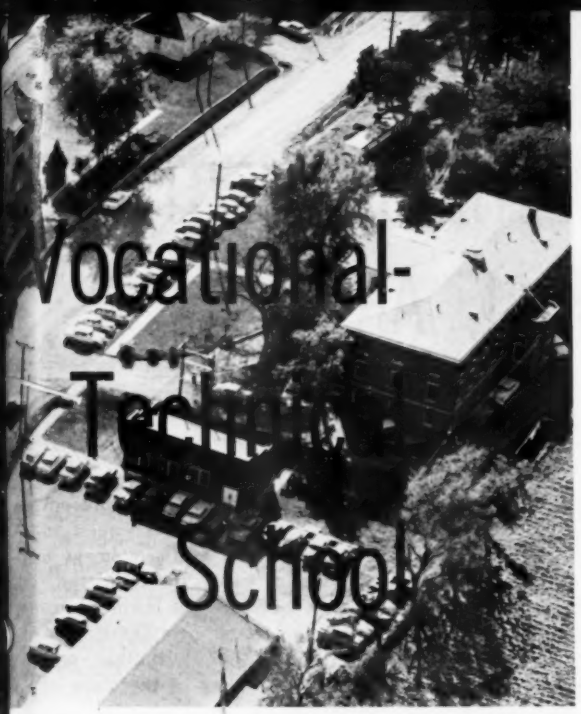


Nebraska Vocational-Technical School, Milford. Courses taught are Automotive Technology, Auto Body and Fender Technology, Building Construction Technology, Diesel Technology, Drafting Technology, Electrical Technology, Electronics Technology, Horology and Jewelry Service Technology, Metals Technology, Refrigeration and

Nebraska did not have a state-owned trade and technical school until 1941, when it became clear that its economy was to become increasingly dependent upon diversified industry. Major companies were inquiring as to the source and supply of skilled workers and technicians. At least 60 per cent of our farm-reared boys were seeking employment elsewhere, and needed opportunities for industrial training.

Apprenticeship programs were offering excellent training for urban youth, but our rural communities also needed craftsmen. With most of our high school graduates not attending college, it seemed imperative that Nebraska should offer opportunities to such young men to help industrialize our State. So the Nebraska State Trade School was established as a two-year post high school program for all Nebraskans.

Through the years, the school's courses have been adjusted to job opportunities. On the advice of industrial consultants, some courses have been discontinued, new ones added. As of January, 1959, a major change in basic objectives substituted technological training for repetitive type trade instruction. Additional instructors now teach both basic and advanced courses in mathematics and science and staff personnel, working with industrial consultants, have developed specific objectives and instructional outlines. It was because of these altered philosophies and objectives that our 1959 Legislature changed the name of the school from Nebraska State Trade School to the more descriptive Nebraska Vocational-Technical School.



Air Conditioning Technology and Welding Technology. All programs have been approved by the State Board of Vocational Education under the terms of Title VIII of the National Defense Education Act, with the exception of Horology and Jewelry Service Technology, Auto Body and Fender Technology and Welding Technology.

OUR VOCATIONAL-TECHNICAL School now has about 400 students. Applicants on waiting lists are admitted as vacancies occur. The school has a building program to provide space and facilities for many more students. When completed, our facilities should equal those of any similar school in this country.

Students attend school seven hours a day. Their course involves two years of study, or 2,660 hours of classroom and laboratory. Every enrollee must have graduated from an accredited high school, or have an equivalency certificate.

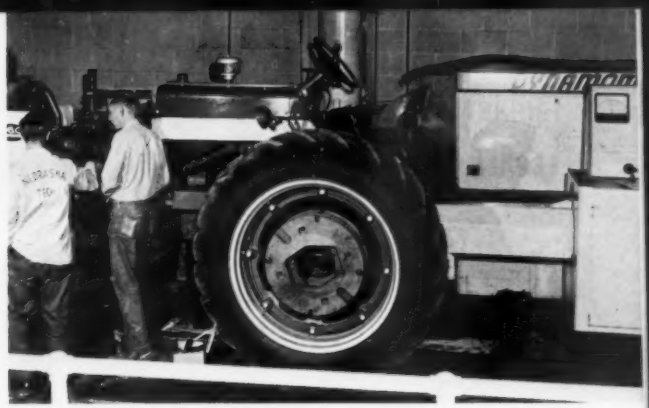
In addition to a matriculation fee, resident Nebraskans pay $125 tuition each semester. A cafeteria is operated at cost, and an inexpensive dormitory houses unmarried men. Units for married students can be rented from the school.

A student council, an intramural athletics and intercollegiate basketball games afford extra-curricular activity. Such special courses as Human Relations, Small Business Operations, and Communications for Business and Industry prepare for community leadership.

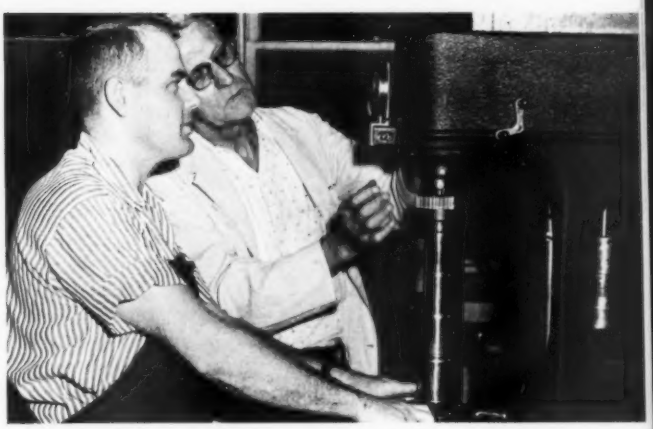
Student selection, training and placement are considered most important. Counseling and guidance are available to those who have not made vocational choices, to those who seek job adjustments, and to students having personal educational problems.

Upon enrolling, every student is given diagnostic tests to help him evaluate his own potentialities. A continuing counselor-student relationship with frequent conferences involving department heads and instructors assists the student in making maximum progress in school and thus helps him find a job. Placement of graduates has never been a problem.

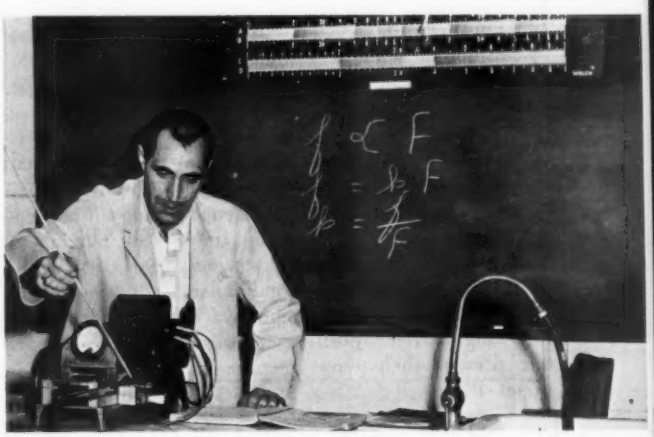
Highly technical inspection equipment being used by tool design student.



Testing tractor on dynamometer in diesel technology.



Testing the hardness of metal in metals technology department.



Friction and lubricant demonstration in technical science laboratory.

THE PLACE OF THE PROJECT IN INDUSTRIAL ARTS

—the first part of an important, new series

By Ralph C. Bohn

Is the project destined for replacement by the unit or some still unnamed organizational pattern for industrial arts activities? If not replaced, what direction will the project take to meet the changing needs of our industrial society? If the project is replaced, will industrial arts lose its distinction as an activity? These and similar questions are being discussed by teachers, professional organizations, and college classes in all parts of the country. The following extreme positions illustrate our present dichotomy in organizational theory.

PROPONENTS of replacing the project with the unit method or some other type of problem solving activity contend that the project teaches only hand skills and methods of fabricating single objects. Neither the skills nor methods utilized in project construction are representative of modern industrial processes. Related instruction is secondary or often forgotten altogether in the desire to build bigger and more skillfully constructed projects. Because of its pre-vocational characteristics, many administrators counsel college-bound students away from industrial arts and into more academic offerings. This group supports the unit method of instruction by emphasizing its problem solving potential. Briefly, the unit method involves the introduction of a problem or unit to a group or individual and having the problem solved through the integration of industrial processes, scientific principles, and social processes.

On the other hand, supporters of the project method question whether the unit method is feasible with large classes of average ability students. Under normal conditions, interest in industrial arts is high resulting from the useful nature of the program. If the motivator — the project — is removed and substituted with something less tangible, will the present industrial arts student lose interest and elect different courses? Will administrators then counsel the college-bound student into the program or will these students still be kept in academic study? Furthermore, turning away from the project may sacrifice much of the uniqueness of industrial arts and turn it into a classroom program. Should a shift be made from the activity when both art and science are bringing project building activities into their programs? At the same time, the project provides problem solving situations in design, procedure, etc. A good project centered program uses the project as a tool and motivator to acquaint the student with the function of industry, industrial tools and processes, and avocational skills.

THESE DESCRIPTIONS represent extreme positions; yet each question has been asked and each statement made at various times by industrial arts educators. During the business meeting of the Industrial Arts Division at the AVA convention in Buffalo, a spontaneous discussion of the place of the project in industrial arts developed. As a result of this discussion and the general interest of this subject within the profession, a series of articles will appear in subsequent issues of the JOURNAL. These features will represent the many varied professional beliefs and opinions on this vital subject. Both positions, plus many modifications of the two outlined in this introduction will be discussed. The following men have been asked to contribute to the series: Dr. Roy G. Fales, Chief, Bureau of Industrial Arts Education, New York; Roy V. Orendorf, Bureau of Industrial Arts Education, New York; Dr. Donald Maley, Professor and Head, Department of Industrial Education, University of Maryland; Dr. M. Ray Karnes, Professor and Chairman, Industrial Education, University of Illinois; John D. Rowlett, Associate Professor, Industrial Arts Department, Eastern Kentucky State College; Dr. L. S. Wright, Associate Professor, Industrial Arts Department, Iowa State Teachers College; Wesley S. Sommers, Assistant Professor, School of Industrial Education, Stout State College; Alexander J. Krenicki, Industrial Arts Instructor, Passaic, New Jersey.

Next month an article by Dr. Fales and Mr. Orendorf will appear on these pages.

Dr. Bohn is Associate Professor, San Jose State College, San Jose, Calif.

Editor's Note: This is the introduction to a series of industrial arts features that will appear in subsequent issues of the JOURNAL.

With 70 to 80 per cent of senior high youth taking industrial arts subjects, it seems fitting to ask Tulsa, Oklahoma—

HOW DO YOU BUILD INDUSTRIAL ARTS ENROLLMENTS?

By M. J. Ruley

In trying to analyze any programs of industrial arts, there are many things to consider. Pinpointing the various factors that go into making a program of industrial arts one with a high enrollment is difficult.

At the request of Dr. G. Harold Silvius, AMERICAN VOCATIONAL JOURNAL Editor for Industrial Arts, an attempt was made to explain why Tulsa showed 83.6 per cent of all boys in the senior high school enrolled in industrial arts during the first semester of 1957-58.

The points listed here contribute to this enrollment. (Not in order of importance.)

A broad exploratory industrial arts junior high program is maintained in drawing and planning, woodwork, general metalwork, elementary electricity, elementary printing, and handicrafts. Over the years, courses in practical arts have been required in the 7th and 8th grades with a 9th grade elective, where facilities were available.

A year of industrial arts, homemaking, or art is required of all students for graduation. This results in at least 33⅓ per cent of all the boys in senior high school being in industrial arts.

Courses in drafting, engineering drawing, electronics, are challenging to the more able students and draw heavily from those who are college bound.

Through aggressive and sustained public information programs concerning industrial arts, students and parents have recognized the worth of this program.

Guides for instructors have been developed by the entire staff for use in conducting a unified program.

An organized program of in-service education is followed consistently, with two or three groups meeting each year. This program of in-service education has resulted in a better trained and more professional teacher.

The shops and drafting rooms are well equipped and inviting to students and adults.

The industrial arts teachers are an integral part of a well coordinated faculty group.

There is wide and consistent involvement of students in the operation and management of the shops.

A club made up of teachers in the department has helped for some 35 years to bring the teachers closer together.

Principals and counselors have an understanding of the program.

Industrial arts prerequisites for entrance into Vocational-Industrial courses have been a policy for many years.

Many teachers work in Industry during the summer, thereby learning the latest methods.

The administration gives strong support to practical arts programs as a part of general education.

There has been continuity in the supervision of industrial arts and vocational education.

Adult education classes in industrial arts subjects help to publicize our program.

Note—A very few boys are enrolled in two industrial arts classes each day and have been counted in each class. This means the percentage would be scaled down to possibly 78 or 79 per cent.

Industrial Arts Enrollments, Tulsa, Okla., First Semester 1957-1958

School	*Total Enrollment*	*Boys*	*Girls*	*Industrial Arts Total*	*Per cent of boys in Industrial Arts*
Central	2,994	1,522	1,472	1,319	86.7
Rogers	2,301	1,127	1,174	968	85.9
Edison	1,268	678	590	469	69.2*
B. T. Washington	803	410	393	247	60.2
4 Junior High Schools with 10th Grade	844	422	422	406	96.2
TOTAL	9,096	4,623	4,473	3,863	83.6

** New High School—first year with a 12th grade.*

Mr. Ruley is Supervisor, Industrial Arts and Vocational Education, Tulsa Public Schools, Tulsa, Okla.

Truth will out and, in this great land of plenty, gradually we must face up to the fact that

WE HAVE NO MONOPOLY ON TECHNICAL COMPETENCY

By F. J. Konecny

MID-TWENTIETH century America is truly a land of plenty. We consider ourselves the richest, most highly industrialized, most powerful of all countries with the highest standard of living.

Slowly, however, we are becoming aware of the fact that we have no monopoly on technical competence or on natural and human resources. We have been outstripped in some areas of scientific research, and matched in others.

It is difficult to realize that our luxurious standard of living is onset with a sense of insecurity. Never before has there been a time like the present, *but what does it all mean?*

Probably never since the culmination of the efforts of those farsighted leaders who brought into being the Smith-Highes Act have there been such significant developments in vocational education. This situation has called for dynamic thinking and a readiness to abandon outmoded ideas, activities and procedures—decisions that will advance vocational education to new frontiers of service.

A choice must be made by vocational educators as to which of several courses shall be followed. Remember, the consequences of these decisions may determine whether or not vocational education can constantly adapt and readapt itself to the real needs of America's people and our nation's welfare.

The responsibilities faced by vocational educators are awesome when viewed in relation to their ultimate effect on our way of life. Perhaps changes in our educational pattern may be needed and should be made, but who can say specifically what should be done, and when, and how?

OUTSPOKEN NATIONAL FIGURES are advocating national standards of intellectual achievement. Others say we should drastically change the pattern of public schools with crash programs of science education. Then there are those who admit vocational education has not had a poor record because we have known the kinds of problems our children would have to face but that vocational education today must be radically different because we must prepare youths and adults to meet the unexpected. Still others propose intensive selective procedures for identifying the academically talented and concentrating our educational efforts on the development of mental giants.

To these proposed remedies one can add an imposing list of trends that also have an important bearing on the direction vocational education must take. Some of these are the growth and occupational mobility of our population, expansion and relocation of our basic industries, the life pattern of the mid-twentieth century woman, expansion of service industries, changes in productive processes and efficiencies due to automation or instrumentation, increased time for leisure-type activities, urbanization and the growing number of retired people.

THE COMPLEXITY of the remedies proposed, coupled with the explosive changes in our way of life, present the vocational educator with a dilemma of tremendous magnitude. As these problems have not been experienced before, there are no ready-made answers in the literature.

It appears certain, therefore, that the only hope in each of these exigencies will be found in the sound reasoning of vocational educators, supported by the basic concepts of the program which have survived through the years. Here is the formula that will resolve many issues so that vocational education may continue to prepare youth and adults for service to society.

THE VOCATIONAL EDUCATOR can no longer depend upon an emerging local need to give direction to his planning and promotional effort. He must be aware of what goes on outside the narrow confines of his daily work. Not only must he possess skill in the practice of his profession but he also must broaden his understanding of our changing society—cultural, social and economic—so that he will have the background for solving the myriad of problems which affect vocational education at all levels and in all localities.

Finally, he must develop the ability to use this knowledge to think straight in proposing what is needed and in leading his followers skillfully in accomplishing what he proposes to do.

Mr. Konecny is AVA Vice President for Trade and Industrial Education and Executive Assistant, Texas Engineering Extension Service, College Station, Tex.

Good Guidance Through Career Days

By William Speary

One of the most complicated problems facing our young high school students today is that of choosing a career. Too many have no idea of what they want to do for their life's work; and neither do they know what careers are available to them in the fields of business and industry and the professions. They seem to lack knowledge of the educational requirements, necessary personal qualifications, financial opportunities, opportunities for advancement, and advantages and disadvantages of the many occupations open to them.

An excellent way to assist students in selecting a career is for the high school to sponsor a Career Day—a day in which business and professional people are invited to speak to small groups of students about specific vocations.

Career Day offers an opportunity to give young people the practical business viewpoint on employment conditions and job opportunities in local business and industry. It also helps students prepare for college training or jobs after graduation. It is a day which gives business and professional men a chance to offer a service to the schools and to meet and talk with boys and girls who will be their future employees. Too, it affords the teachers an opportunity to keep abreast of the job situation in the community so that they may have current information when counseling with students throughout the year.

No Career Day should be conducted without a clearly defined objective, complete organization, and previously-made plans. Here is how to plan and hold a Career Day, based upon the successful experiences of one high school where this activity is highly rewarding.

THE PRINCIPAL, the guidance counselors, and the distributive education coordinator serve as a committee to work out the details and plan the Career Day. During the first meeting, dates are set and put on the school calendar; one date is set for a kick-off assembly program two weeks before the Career Day, and one date is set for the Career Day itself. Also, at this meeting, the over-all plan is discussed and approved by the principal.

THE ENTIRE PROGRAM consists of two phases—the vocational guidance assembly program and Career Day. The assembly program features an inspirational talk on choosing a vocation by a leading businessman; and the Career Day consists of several separate sessions at which specialists in specific fields discuss vocational opportunities. The whole student body attends the assembly program; but on Career Day each student may attend the separate session of his career interest.

A short time after the kick-off assembly program, the student body is surveyed with questionnaires to determine vocational interests. Only the occupations which have been popular with the students in past years are listed on the questionnaire. The students check just one occupation, the questionnaires are tabulated, and as many sections as necessary are set up to meet the demand. Ten interested students are the minimum number and thirty is the maximum number for a section.

THE FIRST STEP is to select a speaker for the general assembly program. Experience has shown that someone familiar with the hiring of employees makes the best speaker. He should be a man who can inspire the students to begin thinking about careers and what they would like to do for a life's work. The talk should be general in nature and cover the attitudes, character traits, and general outlook on life which will help a student succeed in a business or profession. The Career Day Committee should select this speaker.

The second step is to line up section speakers for Career Day. Local professional associations may be of assistance. The Engineering Society, The National Secretary's Association, and the National Sales Executives are very helpful. A telephone call to one of these groups is all that is necessary. Other speakers were secured by several classroom teachers — speakers who were in allied fields with the courses taught by the teachers. For instance, the school nurse secured a speaker on nursing; the bookkeeping teacher—accounting; office practice teacher—business machines; etc. Speakers not available through one of the above-mentioned methods were secured by the guidance counselor or the distributive education coordinator. No speaker is invited for two consecutive years.

As each vocational speaker is confirmed, a 3 x 5 card is made for each speaker with his name, address, phone number, and occupation. These cards are then given to the office practice class so that they may type letters to be mailed confirming the date, place, and time. A short speaking outline is

Mr. Speary is DE coordinator, San Jacinto Senior High School, Houston, Texas. He has served as Secretary-Treasurer of the Texas Vocational Association and Vice President for Distributive Education.

included in the letter. It is very important also, to give the speaker parking information and instructions on how to enter the school building.

Two days prior to the Career Day, each speaker is called by telephone and reminded of his engagement. In most cases this amounts to leaving word with the speaker's secretary or office girl. This is probably the most important step in the pre-career day plans. Busy people, the successful people most wanted for speakers, usually have tight schedules. This telephone call could prevent confusion and disappointment by a speaker's unintentional absence.

One teacher is in charge of each vocational section. A few weeks prior to Career Day, a list of the occupations is put on the teachers' bulletin board, and each teacher indicates the section which she prefers.

Student chairmen are chosen and instructed by the guidance counselor. Names are taken from the questionnaires, and only well-qualified students are chosen. These boys and girls are called together for a meeting and the whole Career Day plan is explained to them. They are given a list of instructions to follow. It is very important here to get the right student for the job.

In addition to the student chairmen, certain students are picked to serve on the courtesy committee. They are also given written instructions. It is their duty to greet each guest as he arrives and to introduce him to his student chairman and a faculty member. Student ushers are also picked and are stationed at the school entrances to guide the speakers to the central meeting place.

Name cards are made for guest speakers and student chairmen. Each name card is numbered to correspond with like numbers assigned on the Career Day Program sheet.

These program sheets are duplicated and given to the student body and faculty during the homeroom period on Career Day.

Appropriate and decorative posters add interest to the occasion. These can be done by the distributive education class while studying a unit on advertising. For example a poster with the masks of comedy and tragedy identified the room of the drama section. These posters are hung on the doors of the previously assigned classroom early on the morning of Career Day.

AS THE SPEAKERS begin to arrive at the school building, student ushers direct them to a central meeting place for coffee and doughnuts. Upon arriving here, the speaker is met by faculty members and the student courtesy committee. The committee presents each speaker with a name tag. This brief social period gives the speaker a chance to get his bearings and feel more at ease. A member of the courtesy committee then introduces him to his student section chairman. This procedure minimizes the confusion when a large number of speakers and student chairmen are used. It takes just a few students to greet the speakers and it takes many students to act as chairmen. The chairmen stay in a separate room until a member of the courtesy committee calls for them by number. Then each joins his speaker.

Each student chairman interviews his speaker so that he will be prepared to make proper introductions at the separate session.

This central gathering not only welcomes the speakers and makes them feel more at ease; but it gives the Career Day Committee an opportunity to see which speakers are not present, thus avoiding the confusion of a vocational section without a speaker. If this should happen, the students involved would necessarily have to attend another section. With advance notice, this can be done in an orderly manner.

The student chairmen take the speakers to a previously assigned room, and after the students arrive, introduce them. Speakers are asked to speak for about 40 minutes with the rest of the period left open for questions. The session lasts for one hour.

In order to be sure that students attend the career group originally chosen, the following procedure is used. Each student is given a card with his name, homeroom teacher, occupational choice, and session room number. He must present this card to the teacher-sponsor at the door of the section to which he is assigned.

EACH SPEAKER is rated by the student chairman and the teacher-sponsor on a rating sheet. The speaker is rated on how well he covered the subject; how well he held the attention of the students; and how much use was made of the question and answer period.

These forms are turned into the guidance office and studied and filed for further reference. Speakers who have done well and were accepted by the occupational groups will be asked to return for another successful step toward good guidance.

ROY FAIRBROTHER

It is with mingled emotions that I pen these words concerning one of my personal as well as professional friends who has been called to his eternal reward. It was a great shock to receive a note from John Waldeck informing me of the death of Roy Fairbrother, Oct. 9.

We in Distributive Education had come to regard Roy as not only a fine individual but as an outstanding leader ever ready and willing to uphold the standards of Distributive Education. Roy was never too busy to give a word of advice or to lend a helping hand to one of his fellow men. Roy's face will be missing at the AVA convention in Chicago, but it is a most consoling thought to know that he is presently at a far greater and more important convention in his heavenly home. I feel quite certain that my fellow Distributive Education State Supervisors and other vocational personnel throughout the nation join me in paying this tribute to a wonderful man who has served long and faithfully the cause of Distributive Education and who cherished the highest ideals and philosophy for an ever expanding Distributive Education program.

To Mrs. Fairbrother, other relatives and friends, we express our deepest sympathy and want you to know that our prayers are with you. I would like to close this tribute to Roy with this quotation from one of our great American poems, which I feel was a guiding keynote in Roy's life:

"So live that when thy summons comes to join that innumerable caravan that moves toward that mysterious realm,

Where each shall take his chamber in the silent halls of death.

Thou go, not like a quarry slave at night scourged to his dungeon,

But sustained and soothed by an unfaltering trust.

Approach thy grave like one who wraps the drapery of his couch about him and lies down in calm repose."

Editor's Note: This fine tribute to Mr. Fairbrother was prepared upon request by C. Wendell Echols, Journal Editor for Distributive Education, who is an ordained minister.

WHAT HAPPENS TO VO. AG. GRADUATES

To answer this question, J. J. Butler, now teacher of vocational agriculture at Sweetwater, Tennessee, asked teachers of vocational agriculture in Tennessee to account for all graduates of the classes of 1951, 1952, and 1958, who had completed four years of vocational agriculture. Teachers in 101 high schools submitted usable follow-up reports. A total of 2,399 graduates were reported—676 graduated in 1951, 770 in 1952, and 953 in 1958.

Butler found that of the 2,399 vo-ag graduates, 22.3 per cent were in full-time farming at the time the study was made in the spring of 1959. An additional 16.5 per cent were in other work but were farming part time, making a total of 38.8 per cent of the graduates in full- or part-time farming. Another 7 per cent were in related agricultural occupations. Those in non-agricultural work and not engaged in part-time farming accounted for 26.1 per cent. A total of 13.9 per cent were in college at that time—6.3 per cent were in agricultural colleges and 7.6 per cent were attending other colleges and schools. Eleven per cent were in the military services, and 6.5 per cent were dead, unknown or otherwise unaccounted for. An accounting by graduating class is shown in the table below.

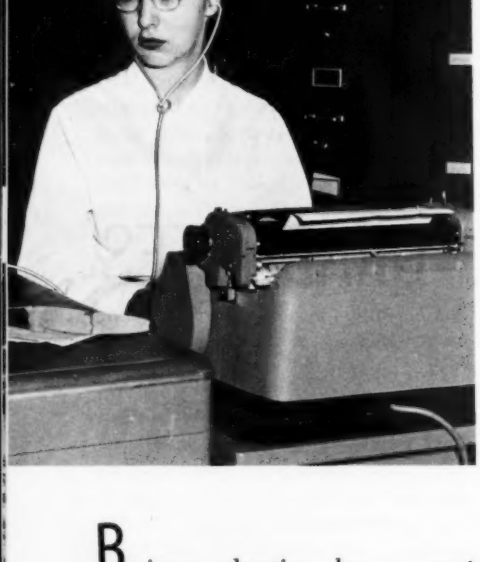
What portion of Tennessee vo-ag graduates enter occupations that use their vocational agricultural training? For this purpose those in the military service and those classified under "other" were omitted. Of the remaining 1,978 graduates, 27.0 per cent were in full-time farming, 20.1 per cent in part-time farming, 4.5 per cent in related agricultural occupations, and 7.6 per cent in agricultural colleges. Thus, 59.2 per cent of the 1,978 were engaged in pursuits in which they were using or might be expected to put to direct use their high school training in agriculture.

In another study, Butler found that high school students who plan to enter related agricultural occupations need both farm experience and high school training in vocational agriculture. This conclusion was based on interviews with employers in 21 businesses serving agriculture in Knox, Blount, and Sevier Counties, Tennessee.

Condensed from University of Tennessee reports and reprinted with the permission of AGRICULTURAL LEADERS DIGEST

Occupational Status of Graduates of the Classes of 1951, 1952, and 1958 in 101 Tennessee High Schools Who Had Completed Four Years of Vocational Agriculture

Occupation	*1951 (per cent)*	*1952 (per cent)*	*1958 (per cent)*
Farming:			
Full-time	20.5	20.4	25.0
Part-time	18.2	14.2	17.3
Related agricultural occupations	5.3	4.2	2.1
Nonagricultural occupations (no part-time farming)	28.4	30.5	20.8
Colleges and schools:			
Agricultural schools	5.8	4.3	8.3
Other than agriculture	4.3	4.3	6.2
Trade and business schools	1.2	0.6	5.1
Military services	9.8	11.4	11.6
Unknown, dead & unaccounted for	6.5	10.1	3.6
Total number of graduates	676	770	953



BUSINESS EDUCATION AT THE JUNIOR COLLEGE LEVEL

By R. C. Van Wagenen

Business education has a most promising future in the junior college for a number of reasons, the major ones being that the junior college by and large has considerable flexibility of course offerings and the aims of these rapidly growing institutions are conducive to the development of business education. In addition, the majority of entry positions in business and commerce can be prepared for in the junior college, and the pattern of preparation for business management positions requiring a four-year preparation can be successfully launched in this two-year institution.

THE JUNIOR COLLEGE has a dual function or purpose. In examining a number of catalogues of these institutions it is found that responsibility is assumed to prepare young men and women for occupational competence. These fields of preparation are in business, industrial, and agricultural education. Such training, while intensive, is designed not only to achieve occupational competence, but also to provide opportunities to achieve civic and technical competence and personal adequacy for living. Basically, junior colleges have general and vocational objectives and the vocational objectives are spelled out in some detail in most junior colleges.

Dr. William Henry Snyder, an educator of national prominence and former President of Los Angeles City College, outlined the purposes of the junior college when he said:

"The junior college is generally conceded to have two rather distinct but yet complementary functions. One of these is to duplicate the curricula of the first two years of the university. . . . The other, to be of service to that great group of high school graduates who feel that they have not the time, money, or academic desire to spend four more years in study. Many of these young men and women realize that they are not sufficiently well equipped to enter successfully into productive employment and wish an opportunity to learn how to better adjust themselves. Because of limits of time, the academic studies offered in the junior college must be more exploratory and less intensive than those of the four-year college. This, however, is not as a rule a disadvantage. In order to help in economical adjustment, the junior college must also aid in the attainment of some skill which will enable the graduate to enter productive employment."

THE AIMS of business education are centered around a two-fold purpose: One is to provide vocational training. The other aim is to contribute to the general education of all students. Both aims are fundamental and of equal importance with overarching relationships.

The junior college recognizes the importance of both vocational and general education and has organized its program of instruction accordingly. The curricular offerings of these institutions generally show a wide range of business courses both in the skill subjects and those which contribute to the general understanding of our business system.

BUSINESS EDUCATION in the junior college is quite extensive. According to an analysis of enrollments reported by 342 junior colleges in 1955, 42,000 regular students (exclusive of students in classes for adults) were enrolled in business curriculums. The percentage that business enrollments were of total enrollments varied greatly by institutions as well as by states. However, the median percentage of business enrollments to total enrollments by states was 23.

A further analysis of the data submitted revealed that of all students enrolled in business curriculums 19,235 or 45% were in transfer programs, whereas 22,764 or 54% were in programs classified as terminal. It would appear then that business education is contributing to the dual objective of the junior college, serving those students who desire to continue on to higher education or who will terminate their education or enter employment at the close of the thirteenth or fourteenth year.

Business educators are aware of their responsibility to train youth for good jobs

Enrollments in business subjects in California as reported by the Bureau of Business Education totaled 96,826 in the day division in 1956. These enrollments were grouped under four general subject classifications as follows:

General Business Subjects	39,497
Secretarial and General Office Subjects	35,323
Accounting Subjects	14,007
Marketing or Distributive Subjects	7,996
Total	96,823

THE 1956 BUSINESS enrollment survey of 58 junior colleges in California with 52 reporting revealed information which may have broad implications for business education in the years ahead. Comparisons are made with the school year 1954.

Accounting and bookkeeping subjects were taught in 51 out of 52 junior colleges. Enrollments in this course offering increased 65%. Bookkeeping and recordkeeping enrollments dropped 26%.

The subject, business English, decreased in enrollments, while business correspondence increased 30 percent. Grouping of the subjects, salesmanship, retailing, merchandising, marketing, advertising, cooperative store practice, places this general subject area sixth in importance.

The survey data shows greater enrollment gains in business subjects usually considered as transfer courses than in the two major skill courses, typewriting and shorthand. Both typewriting and shorthand increased about three per cent over the 1954 enrollments. However, business transfer courses had larger increases: economics, 86 percent; mathematics of finance, 374 percent; introduction to business, 91 percent (excluding business organization, management, and principles); and business law, 41 percent. More junior colleges offered these courses than in 1954: 17 more offered mathematics of finance, 17 more offered introduction to business, 13 more offered economics, and five more offered business law.

Both typewriting and shorthand enrollments failed to keep pace with the over-all increase in business subject enrollments. In fact, shorthand dropped in rank to fifth place. During this period, while typewriting made a three per cent gain in the junior colleges, the high school typewriting enrollment increased almost fifty per cent. However, typewriting is still the number one junior college subject in total business subject enrollments. All 52 reporting colleges offered the subject.

Economic geography dropped significantly in enrollment and in subject ranking. The enrollment was down almost 40 per cent; it moved from 12th to 18th place in subject ranking, and five less colleges offered this subject.

Both office practice and secretarial practice enrollments were less than those reported in 1954.

Comptometry was offered by fewer junior colleges in 1956 than in 1954 and the subject also dropped in ranking and in enrollment.

However, introduction to business has made a large gain since 1954. Under this subject heading this survey report has included business organization and management.

Enrollments in business machine courses continued to increase in the junior college. Machine calculation gained 20 per cent. The combined enrollments for office appliances and business machines were up almost 56 per cent and the only drop in enrollments for this subject area was in machine transcription from 203 in 1954 to 149 in 1956.

Business statistics enrollments were reported by only one junior college in 1954 with an enrollment of 26. But in 1956 the enrollment in this subject had increased to 351. Business psychology moved into the first 25 subject rankings in 1956. Spelling was 15th this time with a large increase over the 1954 enrollment.

Business subject enrollments in classes for adults offered in the day or evening in these same reporting colleges in California totaled 70,032 in 1956 which was approximately 72 per cent of the regular day enrollments. The junior colleges have more flexibility in their admission policy than most colleges and universities and are able to enroll all students who can profit by the instruction. More and more persons are finding it profitable to attend the junior college on a part-time or full-time basis to prepare for a business occupation or to advance to a more responsible position in business or commerce.

It is important to observe that less than 50 per cent of our high school graduates continue on to higher education immediately after graduation; however, many return to the junior college time and again during their lifetime as full- or part-time students to meet an educational need.

BUSINESS EDUCATORS are showing some concern that with our new emphasis on science and math will come a strong movement to place more emphasis on vocational training at the junior college level with the result that general education will prevail in grades seven through twelve. These fears seem to be more prevalent in states where the junior college movement has not gained unusual momentum.

Business educators are aware of their responsibility to prepare young men and women for positions in business and commerce and recognize the importance of establishing business educational programs at the grade level which will best meet the needs of the student and the occupational area to be served.

Two things at the present moment seem apparent. First, we must prepare students for business entry jobs both at the high school and the junior college levels and, second, it seems wise to organize educational programs of a different nature in the junior college in order to challenge the more mature student who may be preparing either for employment or for advancement on the job. This presents a real problem of articulation of courses offered at the high school and junior college levels.

The average number of years completed in school by the general population is increasing. At the present time Utah stands first with 12, California second with 11.6. The median years completed by workers in the United States is 11.6. More and more businessmen are requiring a two- or four-year preparation program for some entry jobs. Businessmen and business educators will find the junior college a fertile field to explore in meeting the educational needs of our modern business and commerce.

IMPLICATIONS OF AUTOMATION

By Harold H. Punke

IN RECENT TIMES, particularly among industrial nations during the past half century, the time and energy average persons spend in securing material necessities has greatly decreased. More time and energy is available for other things—man has freedom from the pressure of necessities before he is tired and in need of recuperation. Our extended period of education available to children and youth, expansion in leisure-time and recreational possibilities among adults, and extending programs of vocational retirement testify to rapid change in percentage of one's time needed to supply material necessities.

Under present conditions, "the job" plays a different role in the lives of average persons than it did a century ago. The role of a pay-job in one's life might change in various ways, accompanying technological change such as has occurred in America since 1900. It is therefore important to examine the role of the job in the life of the individual—a role which is more involved than is often supposed.

WHAT IT means to hold a pay job depends on the ramifying social pressures which affect one. Some ramifiations are examined here.

Reference to jobs, in an industrial society, raises a question concerning what is produced. An obvious role of jobs is to produce goods and services for individual consumption. This point needs no elaboration.

For millions of Americans, wages and salaries are similarly important. In an economy based on the exchange of goods and services in terms of monetary prices, monetary income is essential for effective participation—or survival. This point is also important for unemployment insurance and other forms of collective economic security.

Jobs often carry prestige for jobholders. The relative social status of different jobs illustrates the point. Individuals often shift from one job to another to enhance prestige—regardless of pay differentials or direct work satisfactions. Moreover, there is considerable pressure in America for adults to engage in socially useful work, regardless of need for pay checks. Voluntary philanthropic service has anchorage in this fact.

Jobs provide avenues for physical and mental activity. Much time and energy are thus absorbed—along socially approved lines. Job opportunities for youth, as possible deterrants to delinquency, have been emphasized for this reason. On the other hand deterioration in skills or other competencies, which often accompany extended unemployment, emphasize the need for practice to keep one's capacities usable—or to develop them further. Play meets a similar need among young children.

The kind of job one has may directly affect his physical or mental health. During recent decades considerable has been learned regarding occupational illnesses—related to working conditions, or tasks performed on particular jobs. Life insurance companies so classify risks as to give great weight to the kind of work one does, recognizing that one's vocation affects his longevity.

A job enables one to identify himself with a group—to enjoy the satisfaction of being a part of something that transcends himself. Participation in an on-going enterprise is significant for social anchorage. It often reduces one's isolation and loneliness. And fellow workers can stimulate and guide improvement in one's productive efforts.

One's job affects his opportunity to develop or utilize creative potential. It is usually during one's most creative moments that he feels most alert, exhilarated, and dynamic. Persons who frequently experience "bright ideas," with opportunity to try them out, probably live richer lives than the general run of humanity. Jobs vary greatly concerning the extent to which creativeness is encouraged. Some jobs may embody sufficient adventure to offer what William James called a "psychological equivalent of war." Scientific research and the reorganization of old enterprises increasingly offer opportunities for the type of adventure often associated with a gold rush, uranium rush, or rush to stake a claim on public domain.

Partly because many pay jobs are routine and make little use of imagination, hobbies become important as counter-balances. One's job may substantially influence his hobby interests—although there is great elasticity in this respect. Where hobbies are pursued by persons in groups, hobby content as well as group membership may be greatly influenced by one's job and fellow workers.

In America, many types of work are unionized. If one works in a unionized field he automatically identifies himself with several interests of other workers in that field—aside from personal qualifications, or specific tasks making up his job. A job may thus influence his civic and political activities—or his knowledge regarding the economic structure of American society, and international problems concerning labor interests. His participation in collective effort to modify wages, working conditions, or "fringe benefits" may affect his resources for his personal interests—now, and henceforth. Vocational participation in an organized group may help develop practical intelligence regarding community problems, with an understanding of methods for group attack on such problems.

Our socio-economic status regarding jobs and full employment, along with other factors influencing individual security, may affect the birth rate. With birth control fairly universal, and with health knowledge which makes it easier to maintain biological fertility fairly constant within certain age ranges, families can be planned relative to size and birth spacing. Although the job ambitions of particular individuals and the mores of small groups may be important in family size, major concern probably rests with broader elements of the culture.

Automation offers new leisure that may be applied to worthy pursuits

One's job can markedly affect his interests in international relations and war. This is most obvious in the case of persons in the armed forces, war industries, diplomatic and some other types of government service, and private study or employment abroad. During peacetime trade and other exchange, one's job may interest him directly in such international problems as relate to tariffs and wage rates in foreign countries, international migration of workers and differential living standards, economic and political freedom of workers in different countries, or inventions abroad which affect production methods. With present trends in the expansion of industry, in another generation many more Americans will be employed abroad by American corporations than are now. With higher real wages, more workers employed in this country will also find it possible to travel abroad as tourists. The job one holds is important in most foregoing respects.

THE QUESTION of who does or may hold jobs, of particular kinds, is of great importance. Numerous influences bear on this question—including age, sex, race, personal size, education, health and physical fitness, personality development, economic status, and patronage or other avenues of entree. The age at which young people may enter the labor market is related to child-labor laws, compulsory school attendance, perhaps juvenile delinquency, and probably individual frustration. The age at which persons retire is related to the economics of old-age security, social utlization of the competencies of older persons, and the sense of futility or uselessness which retirement may force upon persons individually. Types of vocational and avocational interests pursued earlier in life are also important. The significance of the kind and amount of one's education becomes greater as machines increasingly take over the work which requires little training or imagination. Vocational rehabilitation, plus growing variety in vocational possibility, increases the range of jobs open to handicapped persons. Various discriminations and special privileges attach to sex, race, and economic status, and sometimes to religion, cultural origin, and previous employment. Any individual who takes a realistic view of the employment world should try to make an objective appraisal of his own status respecting who may hold what jobs.

Perhaps the job should also be considered as a "source" or cause of death. This is particularly true concerning fields associated with high accident rates or marked occupational illness. Statistically this point may seem unimportant, if for example one compares industrial accidents with highway accidents, but it may be important to individuals who hold particular jobs. The idea of certain persons "working themselves to death on the job," dying in the harness," etc., is too indefinite to evaluate.

THE USE of automatic processes in producing goods and services is not new in this country, but during the last decade automation has been markedly extended. Labor scarcity and high wages have historically been important in mechanizing American industry. Contrasts are often noted in this respect between the United States and many other countries.

Several effects of automation on the vocational lives of individual Americans therefore consist of extensions and speed-up in previous developments. As the use of machines for routine and heavy work moves up the scale, less physical strength and endurance is needed for gainful work —but more education and specialized training. These changes have increased the percentage of jobs that can be filled by women and physically handicapped workers, and have made many persons employable at older ages than was true a generation ago. Labor shortages, such as accompany war emergencies, both reflect and magnify the employment potential of a typical worker.

Automation could significantly influence the development of creativeness among Americans. Two avenues of influence are noted. One concerns an increase in the extent to which machines relieve workers of deadening routine and back-breaking physical exertion. On balance, this means that an increasing percentage of employees engage in activities which involve intellectual alertness and imagination. It is through work situations of this kind that creativeness in vocational spheres is stimulated. The second influence concerns the time free from gainful work which mechanization makes available to average persons, with which they can exploit a growing world of creative hobbies. We may be approaching an era when numerous socially significant developments appear as hobby outgrowths.

A further implication of mechanization relates to the scope and content of education. In a country in which the school system is closely tied to the common people, most of whom must earn a living through productive labor, changes in the system of production imply changes in educational practice. The area of vocational education might thus seem directly affected, with less demand for the levels of vocational preparation that have been commonly associated with high schools and more for the technical and professional levels associated with colleges and universities. There might also be more urge for high schools and junior colleges to devote themselves to the general aspects of education, with details of specialty being responsibilities of employers to handle through on-the-job programs. The "general aspects" should give attention to problems of adjustment and stability in a rapidly changing society, and to the techniques needed for cooperative group enterprises rather than individualistic programs—among nations, and in local communities.

Related to education and creativeness is the influence of automation on increasing the portion of one's life devoted to growth and development. This point has often been noted concerning "extended infancy" and economic dependence of children. Compulsory school attendance, extending well into adolescence, is part of this picture. A less clear-cut and heralded part is the role which greater freedom from toil and vocational responsibility during youth has on the physical size and mental development of the people.

OF RECENT importance concerning one's later years are retirement programs which release many individuals from jobs during some of their more

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competent years. This point has two ramifications. One concerns the lenthening span of life, which means that an increasing percentage of the population lives beyond 65 years. A corollary to this point is that the older group includes a larger proportion of women than younger groups do. The corollary has two implications. First, women in the younger groups are not gainfully employed to the same extent as men — although marked changes toward equalization on this point have appeared in recent decades. The sex differential in earlier employment suggests that fewer of the women than of the men beyond 65 have gainfully employable competencies. Second, federal regulations now make women eligible for retirement benefits at 62, instead of 65 as in the case of men. Aside from the relation of this age differential to vocational equality between the sexes, advertised as important in American democracy, both implications of the corollary affect the economic load on the productive population for carrying older and retired persons.

The second ramification of the general fact regarding more older people of both sexes in the population is that through mechanized production, along with more healthful living and other aspects of cultural development, a smaller percentage of such persons are "worn out" at 65 than was true a generation or two ago. Failure to make further use of the capacities of these persons may constitute a substantial social loss—and have physical and mental as well as economic reverberations on the individuals concerned, which increase their burdensomeness on kinfolk and local institutions.

At the same time that mass production through automation increasingly standardizes consumer goods available in particular fields, with standardization of consumer habits, it also increases specialization among workers and tends to isolate each from knowledge of what others do. Habits of working on isolated sections of productive processes, without comprehending an entire process or "worrying about" what other workers do, may constitute a handicap in getting these specialists of an industrial society to work together in attacking community problems. Part of the increase in leisure time made available through automation could be used to develop an understanding of the economic structure and social problems of expanding industrial society. However, an unbridled profit motive under free-enterprise is likely to find greater immediate gain in filling additional time with entertainment and related activities. In any vigorous society, the cement which holds separate and sprawling elements together must strengthen faster than the forces of separation and disintegration do. Fragmentation makes the rise of dictators easy. They do not need to divide in order to conquer; division has already occurred. Clevages of specialization should help make it clear that in a democratic society politics is everybody's business.

Rapid automation in the United States is likely to increase the gap in productive capacity between average workers in this and in several other countries. Among the international problems thus intensified is that of more aid from this country for "technologically backward areas"—with American workers carrying most of the tax burden involved. From the international standpoint, such economic problems are frequently tied up with language, social stratification, nationalism, and other aspects of the broader cultural base.

Increasing automation, along with continued labor-management differences and fluctuations in labor supply or demand, may intensify disputes about "rights to work." Without attempting to examine the arguments for and against so-called "right-to-work" laws, which seem to focus on whether a non-union worker should work in a union plant, attention might be given to broader considerations. The "right" of an individual to work is similar to the right of every American child to grow up in a healthy community, his right to free public education, one's right to religious liberty, freedom of choice in marriage, equal vocational opportunity, etc. All such rights and freedoms exist in degrees, in America and elsewhere, and the degree in a particular place at a particular time depends on the social philosophy of those in control of the society concerned—with their capacity to formulate and enforce regulations embodying that philosophy. The content of rights therefore changes. To some extent the relative rights of labor, management, and the public or government are modified at practically every session of a major public legislative body. They are also modified through collective bargaining between labor and management, although government may help determine the framework within which bargaining occurs. It is within the general pattern described that laymen should view disputes about "rights to work."

As automation makes it increasingly easy to produce an abundance of material goods and service, one might expect more industrial attention to be devoted to the welfare of employees rather than the output of goods. Several developments in this field, regarding such matters as working conditions or compensation for industrial accidents, appeared before the various insurances, "fringe benefits" in labor contracts, and other measures that came with and after Roosevelt's New Deal. Whether concern for employee welfare would go to the point of basing wages and salaries on the personal and dependency needs of employees, rather than on industrial output, seems doubtful. Perhaps the roles of organized labor and government will be more important than that of management in shifting industrial interest from volume of output to welfare of employee, but corporation executives seem quite interested in retirement and stock-option plans for members of the management group—as employees.

A development of interest from the employee-welfare standpoint is reported from West Germany. Apparently some industrial corporations there issue reports to stockholders and similar persons in two sections. One section deals with data on sales, profits, and other financial matters—much as is characteristic of corporation reports in this country. The other section deals with what the corporation has done during the report period for the employees who produced the financial results.[1]

[1]See K. Kauffmann-Grinstead. "Interesting Notes From a Trip Through Europe," *Investor's Future*, 6 (September, 1956) 27.

(Continued on page 32)

From the U.S. Office

The first of a series of Job Descriptions and *Suggested Techniques for Determining Courses of Study in Vocational Education Programs* has been prepared. This publication covers Mechanical Drafting and Design Technology. It contains 15 composite job descriptions of representative occupations found in the general field of mechanical drafting and design; a method for determining the relationship between jobs in order to establish a cluster or group of closely related jobs; and suggested techniques for determining courses of study for training these workers. The second in the series dealing with Electrical and Electronic Technologies will be published shortly. These manuals are prepared by Clarence E. Peterson, Occupational Analyst, Area Vocational Education Branch.

* * *

James H. Pearson, Assistant Commissioner for Vocational Education, was one of the guest speakers at the annual meeting of the Council of the North Central Association of Junior Colleges held on the campus of the Hutchinson, Kansas, Junior College last month. This meeting was attended by 300 representatives of junior colleges interested in the development of programs under provisions of Title VIII of the National Defense Education Act. Programs under this Title are being organized and operated in many junior or community colleges not only in the central States but in other geographic areas of the nation also.

* * *

At a meeting of the American Hotel Association Education Committee in Las Vegas, September 26-27, John A. Beaumont, Director of the Distributive Education Branch, proposed extension of training through State programs of distributive education. Using the present hotel supervisory development program being conducted so successfully by the distributive education service in many States as a starting point, the proposal anticipates several long-range programs to reach a large segment of the personnel in the hotel and motel industry.

* * *

The keynote address given by John P. Walsh, Director of the Trade and Industrial Education Branch, at the New York State 44th Annual Professional Conference was entitled, *What Does the Economic Climate Portend?* The conference, held in Monticello, New York, October 7-10, brought together the State Education Department staff, local directors of vocational education, private vocational school directors, and teacher training personnel. Dr. Walsh discussed basic economic and industrial trends and their implications for industrial education in the 1960's.

* * *

On a recent visit to Pennsylvania, Mary Lee Hurt and Margaret Alexander, Home Economics Education Branch, met with the State Advisory Committee on Research in Home Economics Education which was called by the State Director of Vocational Education. The purpose of the meeting was to outline plans for getting research in home economics education under way in the state.

* * *

"Opportunities for Graduate Work in Home Economics Education" was the title of a talk given by Beulah Coon, Research Specialist, Home Economics Education Branch, at a conference for prospective graduate students. This regional conference was held at Pennsylvania State University, October 24.

* * *

On September 28, John P. Walsh, Director, Trade and Industrial Education Branch, served as keynote speaker on the program of the 17th Annual National Job Training and Safety Conference in Columbus, Ohio. *The Challenge of the 1960's for Trade and Industrial Education* was the subject of his presentation.

* * *

Merle E. Strong, Specialist, Teacher Training and Service Studies, Trade and Industrial Education Branch, served as leader for a workshop on coordinating and developing instructional materials during the 17th Annual National Job Training and Safety Conference of Rural Electrification Cooperatives held at Columbus, Ohio, the week of September 28. This group has worked on the development of a series of lineman training manuals for the past four years with the result that two training manuals have been produced and are being used widely throughout the conutry. A third manual, ready for printing, and a fourth in the development stage, will complete the instructional materials needed for a well-rounded lineman training program. These manuals are reproduced and distributed by The Ohio Trade and Industrial Education Instructional Materials Laboratory, an example of how cooperation and coordination can provide adequate instructional materials for a craft.

* * *

Lane C. Ash, Assistant Director for Program Coordination attended a meeting at the invitation of the Belgium government in conjunction with UNESCO to formulate general principles which may be of assistance to UNESCO in taking action in the field of technical and vocational education. The conference was held in Brussels from October 12 to 21 and was attended by professional personnel from eleven different countries.

* * *

Regulations for the Administration of Title *VIII, National Defense Education Act of 1958, P. L. 864, 85th Congress,* Misc. 3560, and *Area Vocational Education Programs, Suggestions to States in Promoting, Organizing, Operating, and Appraising Programs,* Misc. 3561, have been revised and sent to all Executive Officers and State Directors of Vocational Education. These revisions contain clarifications of the regulations and their interpretation. The documents were discussed at the 10 sub-regional conferences held over the country in September and October in order to assist States in understanding them.

* * *

Members of the Vocational Education Section of the Western Ohio Teachers Association heard an address by Earl M. Bowler, Assistant Director of the Trade and Industrial Education Branch, during the annual conference in Dayton on October 30. Mr. Bowler's subject was *Some Implications of Recent Legislation in Vocational Education.*

* * *

Program Specialists from the Home Economics Education Branch served as consultants at several regional meetings of college teachers during October. Johnie Christian worked with teachers of clothing and textiles at Fargo, North Dakota, and with teachers of food and nutrition at Chicago; Alberta Hill was in Salt Lake City, Utah, at the meeting of teachers of clothing and textiles; and Margaret Alexander met with the clothing and textiles group in Washington, D. C.

* * *

At the Departmental Conference on Trade and Industrial Education, sponsored by the Washington, D. C., public schools on October 23, Richard S. Nelson and Mary S. Resh, Program Specialists, Trade and Industrial Education Branch, served as consultants.

* * *

"The Role of Teacher Education in Distributive Education" is the title of a new bulletin issued by the Office of Education, Division of Vocational Education. Prepared by Mary V. Marks, Richmond Professional Institute, College of William and Mary, while on special assignment to the Distributive Education Branch, the bulletin gives responsibilities and desirable qualifications of the teacher trainer, concepts to consider in constructing a curriculum for the preparation of teacher-coordinators, and shared responsibility in developing leaders for programs of distributive education.

* * *

On a recent trip to the Pacific Region, Sam W. King, Program Specialist, Trade and Industrial Education Branch, participated in two conferences. After serving as conference leader for the trade and industrial education sessions during the Nevada Education Teachers' Conference held in Reno August 24-28, he conducted a three-day workshop on developing plans for the organization and effective utilization of craft advisory committees in Provo, Utah, on August 31-September 2. As a result of this activity, each teacher will organize and hold a craft advisory committee meeting during the first quarter of the 1959-60 school year.

* * *

A new bulletin issued recently by the Division of Vocational Education, prepared by the Distributive Education Branch, emphasizes the importance of a constructive program of supervision to improve instruction. The bulletin—*Supervision to Improve Instruction* is directed to several questions—What is adequate supervision? How does the supervisor organize his work? How can supervision be improved? The publication was prepared by Roman F. Warmke, Colorado State College, while on special assignment to the Division of Vocational Education, U. S. Office of Education, with assistance of the staff of the Distributive Education Branch.

associations and People

TEXAS SPONSORS LEADERSHIP CONFERENCE

Studies and experiments in the ways and means of developing leaders have been conducted for years. Three years ago the Texas State Association of Directors and Supervisors of Vocational Education established a committee to find ways to assist in the training of vocational industrial teachers to become leaders on the state level. The plan used by the USOE for the National Leadership Conference was considered one of the best, and since it was adaptable to state and local conditions, was followed in the Texas conference.

The greatest problem encountered was paying expenses of the invited teachers. Last fall the plan was presented to the Sears, Roebuck Foundation, and it agreed to provide funds for this purpose as an experimental program.

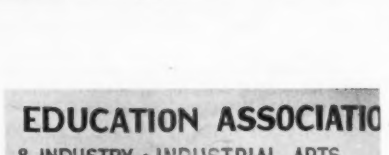
The success of any such conference depends in a large part upon the degree of selectivity of the participants as well as the leaders. The committee agreed that teachers with permanent vocational certificates and not over 40 years of age would be the group to be screened. Nomination forms were developed that called for data regarding leadership characteristics evidenced in school, club, civic, and religious work. Such factors as teaching ability, vocational club work, and professional attitudes were also rated.

Each state, area, and local supervisor and teacher trainer nominated prospective teachers. A committee of two teacher trainers, two local supervisors, and the state supervisor evaluated the nominations and selected the top 20 teachers to be invited to the leadership conference. Six more were selected as alternates. Invitations were issued to each of them to attend for six days the leadership conference with all expenses paid except transportation.

A planning committee set up a conference based on maximum participation by the teacher-participants. Areas discussed were developing a philosophy for vocational education, determining needs and developing programs to meet needs, skills of leadership including human relations, trends in modern education, community or public relations, and professional development. Every presentation was followed up with group discussions and joint reports. Wherever possible, cases and problem solving were used. Every participant made at least two reports to the group as a whole. The last evening a banquet was held and certificates awarded.

Leaders were M. L. Barlow and E. G. Kramer, California; E. M. Bowler, Washington, D. C.; and A. J. Edwards and James R. D. Eddy, Texas. Resource people included F. J. Konecny, C. M. Allen, J. W. Reynolds, L. P. Sturgeon, and A. C. Murphy.

The entire group entered into the program with enthusiasm and worked day and night. The final evaluations indicated that the participants felt this had done more good for them than any other professional program they had attended. Each participant offered to return for a week at his "own expense" another year.



It's "Colonel" Mobley, if you please! L. C. McDowell, President of the Kentucky Industrial Education Association and Dr. Mobley read the order which made our Executive Secretary a "Kentucky Colonel" on the staff of Governor A. B. Chandler. The black string tie, another typical badge of this office, looks well on this Georgia Gentleman.

NEW OFFICERS

LOUISIANA: Marcus V. McWaters, Hammond, President; H. E. Ruppert, Monroe, Vice President; Mrs. Floyce Houeye, Roseland, Treasurer; Stacy C. Thigpen, Bogalusa, Retiring President.

* * *

NEBRASKA. Homemaking Teachers: Mrs. Janet Meyer, Aurora, President; Dorothy Novotny, Geneva, Vice President; Marjorie Rolofson, Stanton, Secretary; Mrs. Fern Medlin, Albion, Treasurer.

* * *

NEW JERSEY: Florence Heal, Moorsetown High School, President; Leonard Skolnick, Sussex, Willard Vroom, Trenton and Burr D. Coe, Middlesex, Vice Presidents; Edmund A. Boyer, Jr., Merchantville, Treasurer; and Richard O. Harthmann, Jersey City, Secretary.

* * *

SOUTH CAROLINA: S. A. Murphy, Batesburg, Past President; P. D. Hull, Conway, President; Miss Willie Trotter, Batesburg, Vice President; Darrell T. Johnson, Orangeburg, Secretary; J. N. Hallman, West Columbia, Treasurer; Frank Stover, Pelion, Editor-Reporter.

* * *

TEXAS: Beryl Hixson, Denton, President. Divisional presidents; Raymond Wilson, Distributive Education; Mrs. Betty Henderson, Vocational Homemaking; J. A. Marshall, Vocational Agriculture State and College Staff.

KIEA CONFERENCE ATTRACTS 496

The Kentucky Industrial Education Association held its Third Annual Conference at the Kentucky Hotel, in Louisville, on November 6 and 7. The conference was a professional in-service program for industrial arts, vocational industrial and distributive education teachers throughout the Commonwealth.

An outstanding number of 496 persons officially registered during the two day meeting. The success of the KIEA is further enhanced by the new record of 550 members reported at the close of the conference.

Among the features of this year's conference were ten sectional meetings and two general sessions. The first general session convened Friday evening with a welcoming address by James E. Farmer, Assistant Superintendent of the Jefferson County Schools. Guest speaker for the evening was Dr. M. D. Mobley, AVA Executive Secretary. Dr. Mobley's topic was *Russia's Economic and Educational Goals and Their Implications for American Civilizations.*

Other features of interest to the many persons attending were the educational exhibits and live demonstrations given by students from industrial arts and vocational industrial shops across the state.

A phase of the conference that everyone could enjoy equally was the commercial exhibits occupying 40 booths and representing almost every conceivable item that might be used in industrial and distributive education.

The KIEA banquet began at noon on Saturday. The guest speaker was introduced by S. V. Noe, Assistant Superintendent of the Louisville Public Schools. Dr. Harper Gatton, Executive Vice President and Secretary of the Kentucky Chamber of Commerce chose as his topic, *Kentucky and Industrial Development.*

After the banquet, honorary memberships were presented to persons who have made outstanding contributions to the field of industrial education. The recipients were Leonard Daugherty, former Supervisor of Industrial Arts for the Louisville Public Schools; Mr. Graf, instructor for many years at the Covington Area Vocational Trade School, and Orin R. Robinson, former Supervisor of Industrial Arts, State Department of Education, Frankfort, Kentucky.

* * *

Kenneth M. Pfeiffer has been appointed State Supervisor of Distributive Education for the Commonwealth of Pennsylvania.

Mr. Pfeiffer was a field instructor in distributive education for the University of Pittsburgh prior to joining the state staff. He entered his teaching career in 1932 and was named coordinator of distributive education in New Kensington, Pa., in 1947.

Samuel W. Caplan, as a result of Mr. Pfeiffer's appointment will now resume full-time duties as teacher trainer and area supervisor at Temple University. He is Director of Temple's Distributive Education Department. During his tenure as State Supervisor in Pennsylvania he helped strengthen the program particularly in the areas of publications, publicity and promotion, research, teacher education, and high school and adult programs.

GEORGIA OBSERVES "JIM THOMAS DAY"

Pierce County, Georgia rolled out its red carpet Nov. 18 for a 20-year-old Future Farmer who brought honor to the state and his home county by being elected Georgia's first National FFA President.

It was "Jim Thomas Day" in Georgia, and people from all over thronged into the small southeast Georgia town of Patterson to pay tribute to the young FFA leader. There were educators, industrial leaders and just plain home town folk.

Governor Ernest Vandiver himself was on hand to pay official respects for all Georgia.

"He is a good example for all our young people," the Governor told the group that crowded the football field, "All Georgians share in the pride for him and his accomplishments."

Others spoke as representatives of various groups. There was Dr. M. D. Mobley, Executive Secretary of the American Vocational Association and the former Georgia Director of Vocational Education. Dr. Mobley said Jim's selection to head over a quarter of a million boys was no accident, but, instead, an honor he had earned.

Jim, wearing the official blue and gold jacket of FFA, stood humbly before a cheering crowd to accept his tributes.

"It is the greatest honor that could come to a farm boy," he said with feeling. "I shall do the utmost to represent you all."

"There are so many people I would like to thank, but it is impossible to name them all."

He did, however, single out his teacher of vocational agriculture, Oswell Smith, who offered guidance from the time he entered Patterson High School and earned his Green Hand degree until he was elected to the top post of the national organization just last month and earned his American Farmer degree.

Jim's FFA career throughout his high school days, followed by many, has been an inspiration to all Future Farmers in Georgia. His winning personality, sense of humility and genuine love for his fellow men has brought him far.

The Georgia Future Farmer gives much of the credit for his success to his FFA training. In a talk to Georgia FFA Convention delegates last summer he said:

"Boys, I don't know of any organization that can offer as much to boys like you and me as the FFA. For, in addition to the farm experiences, the FFA has given me priceless leadership training that isn't to be found anywhere else. Since I have been away from high school and my daily ag classes for two years and have had time to look back on my FFA experiences, the things that the FFA has given me have become clearly evident. The FFA has been an inspiration to me, and it has made me aspire to things I would not otherwise have dreamed of. It has pointed me towards my lifetime profession in agriculture and has given me on-the-farm experiences that have just made me a better boy than I would otherwise have been."

He ended this talk with the statement, "I think I could sum it all up to say, I just thank the Good Lord I had the privilege of being a Future Farmer."

FFA President Jim Thomas, Georgia Governor Ernest Vandiver and AVA's Dr. M. D. Mobley. (See story, this page)

ROY FAIRBROTHER

Roy Fairbrother, 65, Chief of Distributive Education for the Wisconsin State Board of Vocational and Adult Education for the past 20 years, died October 9.

A member of the AVA Executive Committee at the time of his death (Vice President for DE), Mr. Fairbrother had earned his bachelor's and master's degrees at the University of Wisconsin. He taught summer school at the University, the Cathedral of Learning in Pittsburgh, Whitewater State College, Stout State College and Florida State U.

Formerly a high school principal and vocational teacher, he also served as a circuit teacher with the Wisconsin Vocational Schools.

In commenting on his passing, Dr. M. D. Mobley, AVA Executive Secretary, said:

"For the past five years, Roy was a devoted member of the AVA Executive Committee who contributed with consistent distinction to the affairs of his division as well as to the overall affairs of the AVA. We will miss him as a distinguished colleague, an outstanding leader, and as a close personal friend." (See p. 26.)

The 1959 AVA Convention program booklet was dedicated to Mr. Fairbrother's memory.

CLYDE WILSON

Prof. Clyde H. Wilson, who taught most of today's vocational leaders in Tennessee died at a doctor's office after completing a physical examination Nov. 2.

Named head of the Department of Industrial Education at the University of Tennessee in 1927, Prof. Wilson would have reached the retirement age of 70 December 28 but he was planning to finish out the school year.

A native of Bellbrock, O., he earned his AB at Miami University, his BS at Ohio State Teachers College and his MS at the U of Tennessee.

Starting his professional career as a manual training teacher in Kentucky, he went to West Tennessee Teachers College, Memphis, in 1912.

Life Member of AVA, he was a Past President and charter member of Iota Lambda Sigma and national secretary-treasurer of the Grand Chapter 1945-58.

A National Conference on Research for vocational and practical arts educators, sponsored by AVA, was held in D. C. October 28-30. More than 30 states sent representatives. See story, next issue.

new books

Memo to a College Trustee, by Beardsley Ruml and Donald H. Morrison. McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y., 1959. 94 pages.

This is a report on financial and structural problems of the liberal college, prepared for the Fund for the Advancement of Education, dealing with problems faced by educators with limited financial resources and the necessity of substantial increases in faculty salaries.

* * *

Building Construction Estimating, by George H. Cooper. McGraw-Hill Book Co., Inc., 330 West 42nd St., New York 36, N. Y., 1959. 398 pages, $7.50.

This revised edition of a standard work covers all phases of contracting with information valuable for the estimator and for the architect-builder, contractor, building inspector, insurance appraiser and real estate broker.

* * *

Building Your Life, by Judson T. Landis. and Mary G. Landis. Prentice Hall, Inc., 70 Fifth Ave., New York 11, N. Y., 1959. 334 pages, $3.80.

Written for the teens, here is a book with many illustrations offering information and viewpoints to help young people as they strive to make a healthy growth toward maturity. Teaching aids, additional readings and other materials are suggested so that any one section may be expanded.

* * *

Colonial Living, by Edwin Tunis. The World Publishing Co., 2231 West 110th St., Cleveland 2, Ohio, 1957. 158 pages, $4.95.

* * *

IMPLICATIONS OF AUTOMATION

(from page 28)

Related to several foregoing considerations is the need for increasing emphasis on scientific research, mechanical invention, and other forms of creativeness which will *continuously* and *more rapidly* expand the base for a broader range of human interests and for new areas of employment. During and since World War I this point has been glimpsed with increasing clarity by some agencies—public and private. Apparently many educators and social leaders, as well as the general run of Americans, do not yet grasp the idea. Two facts stand out. One is that an increasing percentage of the nation's total productive effort for any given year must be devoted to research, to extend and improve production in subsequent years, than has heretofore been considered appropriate. Several big corporations and some aspects of big government now operate on this basis. Where the limit is, or what the fluidity or other characteristics of a limit might be, cannot at present be discerned. The other fact is that an increasing percentage of American youth, in our high schools and colleges, should anticipate careers in research—and other areas with comparable creative possibility. This means a need for better identification and guidance of those youth who have potentialities along the lines suggested.

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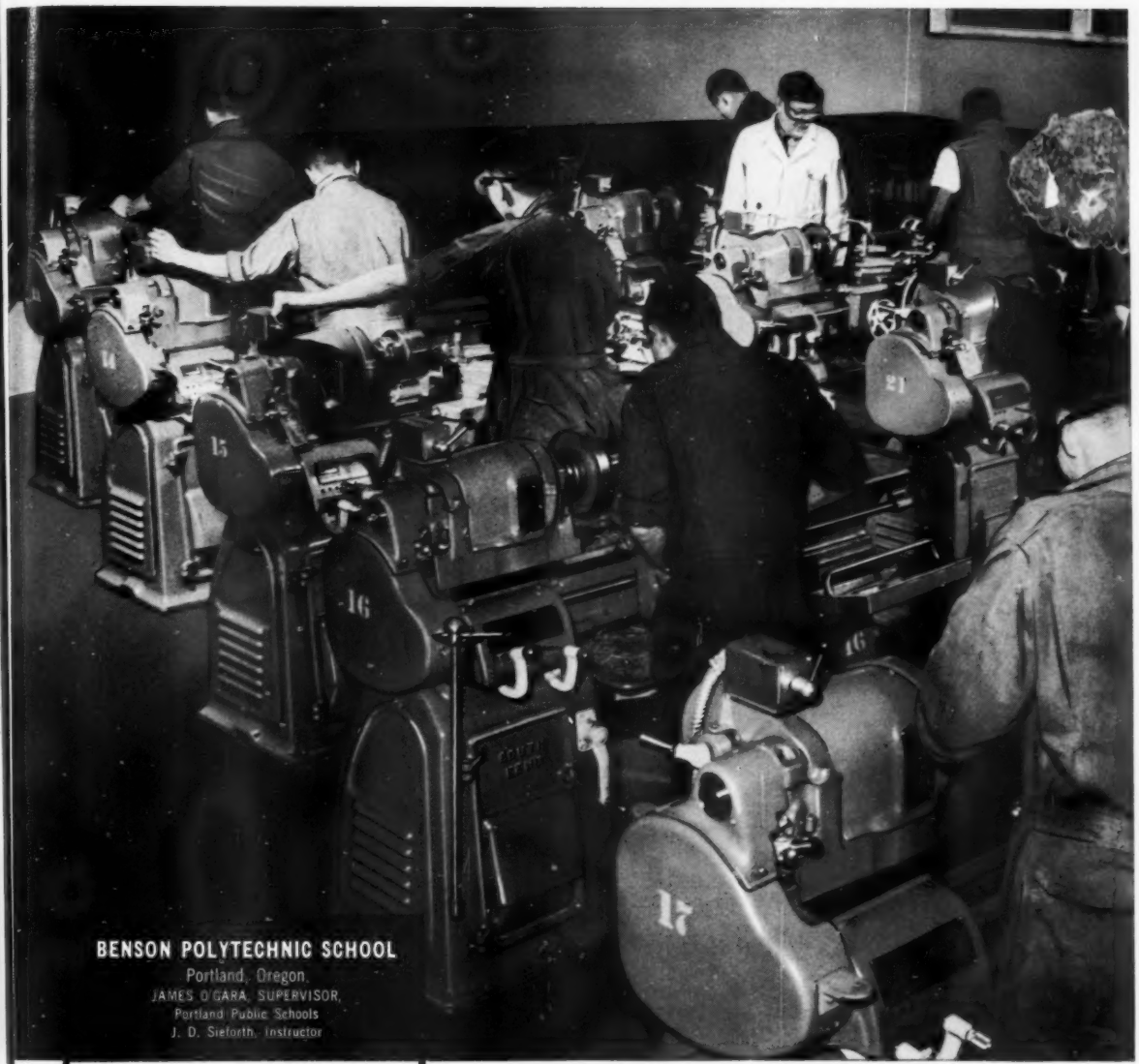

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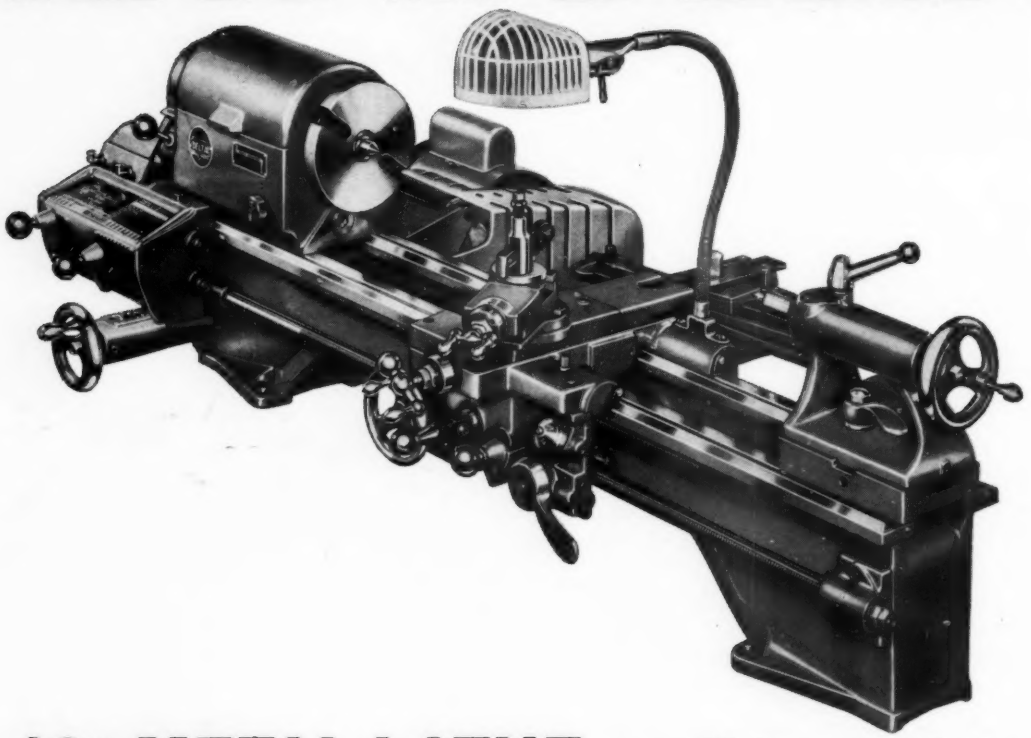
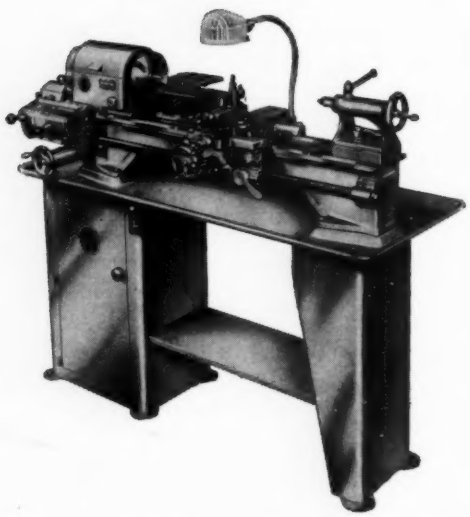


10″ METAL LATHE can't be matched for performance, capacity, or real value!



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